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Abstract

This is the third in an annual series of research reports from the Office of the College Examiner at Beloit College. The main goal of this institutional research is to acquire a bank of longitudinal data on each Beloit class in order to study change during the time the class is at Beloit. This report continues the descriptive work of the previous ones but it also includes a series of letters written by student drop-outs on the reasons for their withdrawal from Beloit and a statistical study analyzing information on Beloit drop-outs. The data used to study and discuss student backgrounds, goals and values, and the Beloit atmosphere were gathered from questionnaires published by the Educational Testing Service (the CUES and CSQ-I scales) and the American Council on Education. The CUES and CSQ data were collected in such a way as to shed some light on the question of when changes occurred in students' attitudes, if they occurred during the students' first year in college. Throughout the text, tables compare differences among self-descriptions and descriptions of the college environment offered by the Classes of 1970, 1971 and 1972. The Beloit students were also compared with those of other colleges and universities. (JS)

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TRENDS AND ISSUES AT BELOIT COLLEGE

Report #3: The Class of 1972

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Report #3: The Class of 1972

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I. Introduction

This is the third in an annual series of research reports from the Office of the College Examiner at Beloit College. The first two reports presented descriptive analyses of the student body. Last year's report, the first by the present Examiner, was able to extend the description of the Beloit student body by a considerable amount on the basis of early data which had become available. In addition, last year's report presents the present author's philosophy of what institutional research at Beloit should be, of what it is and what it can become. The main goal is to acquire a bank of longitudinal data on each Beloit class in order to study change during the time the class is at Beloit.

However it will be another year, until the graduation of the Class of 1970, before we can look at longitudinal data. The present report continues the descriptive work of the previous ones, with two new features. The first is a separate chapter containing a study of drop-outs at Beloit College. The chapter consists of two independent studies which complement each other very nicely. First is a series of letters, many of them very sensitively written, received by the Office of Advising in the course of a survey they conducted of the reasons for student drops. Second, the chapter contains a statistical study conducted by the Office of the College Examiner, in which a variety of information is analyzed in an effort to reach some generalizations about Beloit drop-outs.

The second new feature of the present report has to do with the way in which some of the data on which it is based were collected. An effort was made to obtain longitudinal information on change during the Underclass year. This will be more fully described after we discuss the instruments used in the study.

The data contained in the present report are based on the same three instruments as the data in last year's report. These are two questionnaires published by the Educational Testing Service, the College and University Environment Scales, or "CUES," and the College Student Questionnaire, or "CSQ-I." The third questionnaire is published by the American Council on Education, and we refer to it as ACE. Beloit is part of a sample of colleges drawn by the American Council on Education and gives this questionnaire as a service to the Council. To a large extent, ACE duplicates CSQ-I. However, ACE data are used in this report where possible because of the high quality of the comparison data ACE provides.

Additional discussion of the nature of these questionnaires, and of the philosophy of questionnaire research may be found in the first chapter of last year's report, and the reader is encouraged to refer to it for more detail.

In previous years, these three evaluation research questionnaires were administered to entire classes entering Beloit at the time of their arrival on campus. This year however, this procedure was followed only with the ACE questionnaire. The CUES and CSQ-I were administered in a different manner, described below.

The previous research reports in this series have shown a number of consistent differences between entering Underclassmen and graduating Upperclassmen. As previous reports have indicated, it is impossible to disentangle the possibility that this represents attitude change over time from the possibility that the classes were different to begin with. As stated above, this situation cannot be directly attacked until the summer of 1970, when longitudinal data will be available on that class.

However, the tendency in the first report (Palmer's, and in last year's report also, was to assume that the differences found to exist between entering and leaving classes were the result of change over time rather than a reflection of differences between the classes. A certain amount of evidence exists both in the context of field research in this area, and of experimental research in other areas of social psychology, that such attitude change, when it occurs, may be expected to occur fairly early in the student's college career.

The CUES and CSQ data presented in this report were collected in such a way as to shed some light on the question of when this change occured, if it occurred during the student's first year in college. Instead of administering our questionnaires to the entire entering class at once, as in previous years, the plan was to obtain longitudinal data showing how the class changed over the course of its underclass year. The ideal plan would have been to test the entire incoming class at intervals throughout the year. This was obviously impractical, and the alternative was to test the entire class at entrance, and then sub-samples at various times throughout the year. In this way, change scores for individual students would be obtained for various lengths of time throughout the first year. However, this plan suffered a serious disadvantage which caused it to be abandoned. It meant that not all students tested would be tested under similar conditions: Some would be tested for a second time having taken the original test the week before; some would be retested having taken the original test months before. The effect of this varying interval between the two tests would be impossible to ascertain.

Therefore, another research design, suggested by Campbell (1957) was used. Random samples of the Underclass were selected and tested at intervals throughout the year. The selection of truly random samples enables us to make the assumption (without pre-measurement) that the samples were similar to begin with and that any differences between them result from the time of measurement.

Still making the assumption that most change would occur early in the year, the class was divided into ten random samples which were to be tested as follows: Five were to be tested during the first term, three during the second term, and two during the third term. Intervals between the testing periods were to be increasingly longer. Numerous practical problems prevented the strict completion of this program, however. Actual dates of testing and sizes of samples tested are presented below.

	Entr.	21 Sept.	5 Oct.	19 Oct.	23 Nov.	25 Jan.	8 Mar.	2 Apr.	26 July	Totals
# of requests	61	55	75	75	75	75	100	100	168	784
# of "shows"	55	35	45	49	36	39	41	54	61	415
% "shows"	90%	64%	60%	65%	54%	52%	41%	54%	36%	53%

Students originally matriculating: 560
Total per-cent of student body tested: 74%

The table shows that the samples were tested at acceptable, if somewhat irregular, intervals. There were five samples tested the first term, as planned, the second following the first at an interval of 3 weeks, with the following samples at intervals of two weeks for the third, two weeks more for the fourth, and finally 5 weeks for the fifth sample.

During the second term, there were three samples tested, also as planned. The intervals here are more irregular, but fall roughly in the early, middle, and late parts of the term. During the third term there was only one sample tested, that one at the end of the term, for reasons to be discussed below.

The problem originally foreseen in this testing program, namely keeping it going with some regularity, did not turn out to be as important as had been thought. On the other hand, an entirely unforeseen problem turned out to be very serious indeed. The problem was that fairly large numbers of students failed to appear for testing. The proportions of this problem may be seen in the third row of the table above, which shows the per-cent of each random sample for which data was actually obtained. Unfortunately, the problem is worse than it might appear from the table because it cumulates. That is, persons who failed to appear for a given testing session were put back in the subject pool. As sessions went on, this meant that the subject pool came to contain a higher and higher proportion of persons who had previously failed to appear for testing. Thus, the samples of students who did appear became less and less representative of the class as a whole, vitiating the premise of this design, i.e., that all the samples included could be considered equivalent to begin with.

This was the reason that only one sample was tested during the summer term. Once the seriousness of the above problem became apparent it was decided that, given the data to be collected by the end of the second term, the best strategy would be to get as many total replies as possible. To do this, a final appeal was made at the end of the summer term to all remaining students in the Underclass, those who had not yet been asked and those who had. Coffee and doughnuts were offered as an inducement to those who would come. The results are visible in the table above. The lowest response rate of all was obtained at this time.

There is one ray of light in this problem. The accumulation of the no-shows from sample to sample does cast doubt on the longitudinal analysis of this data. However, summing across all the samples, we find that 415 students in all were tested, 74% of the entering class. This is a respectable percentage in terms of describing the class as a whole.

In closing this introduction, it is appropriate to make some comments on an issue which is becoming more and more relevant to the sort of research discussed in this report. This is the issue of confidentiality. At first, this was an issue only in the area of personality testing, but now, as two recent articles in Science (Walsh 1969; Coburn 1969) show, it is an issue in the kind of research described here also. In fact, the ACE questionnaire used by Beloit has been part of the problem. In response to pressure from the American Civil Liberties Union, the National Student Association, and others, ACE has modified its procedures so that individual data cannot be identified by name, and has made other changes.

Confidentiality has never been a problem with ACE data here at Beloit because Beloit has never used anything but the item summaries of this data. This is why, as was explained in last year's report, it has not been possible at Beloit to cross-classify ACE data, as, for example, in breaking down the data on intended major by income level.

However, confidentiality could be a problem at Beloit with the CUES and CSQ data because Beloit does maintain individual files of this data. Although there are very few items in these questionnaires that could be considered sensitive, there are a few; the income item for instance. Because of this, the questionnaires were administered anonymously one year. However, the advantages of being able to match up a particular student with his data are great, as we discussed last year; for example, it would not be possible to do a drop-out study without being able to identify individual student data.

The solution we have used for this problem is simple, direct, and seems to have worked well. We have simply asked respondents to leave out any questions that they felt were an invasion of their privacy. Obviously respondents could never be prevented from leaving out anything they wanted to, but ever since this policy has been made clear and explicit, the issue seems to have disappeared from the Beloit research.

II. Student Background

The rationale for including a section on student background in a repo such as this one has been discussed at length in the two previous reports of this series. It boils down to a belief that the backgrounds of the students influence what the college is like, that students at a college where median family income is over 15,000 dollars per year have a differen view of themselves and of the world than students at a college where the median family income is below 8,000 dollars per year.

The selectivity imposed by Beloit's high tuition rates is coming more and more to be recognized as a problem for the college. This trend can be seen in the table below, taken from the ACE. The data presented is for th last three Beloit classes. Comparison data is for Fall 1968.

What is your best estimate of the total income last year of your parental family (not your own family if you are married)? Consider annual income from all sources before taxes.

Estimated Parental Income	Beloit Class 1970	Beloit Class 1971	Beloit Class 1972	Private Non-Sect.	Prot.	Public Univ.
Less than $4,000	3%	2%	2%	6%	8%	4%
$4,000 - $5,999	5	2	4	7	11	8
6,000 - 7,999	8	6	4	10	14	13
8,000 - 9,999	13	5	5	12	16	16
10,000 - 14,999	30	21	27	23	25	30
15,000 - 19,999	12	13	16	14	11	13
20,000 - 24,999	12	13	16	9	6	7
25,000 - 29,999	5	7	7	6	3	3
Over $30,000	11	17	19	14	6	5
Have no idea	--	11	--	--	--	--

It can be seen that the modal, or most common, category has not chang at all over the years. There are more families in the 10,000 to 15,000 dollar bracket than in any other, by far, and it can be seen that this is also true in the national comparison data. The income trend for Beloit student families can be seen more easily if the data is grouped. In three years, the number of families with incomes under $10,000 has dropped from 29% to 15%, while at the other end of the scale, the number with incomes over $20,000 has increased from 28% to 41%. As the comparison figures show, the number at public universities with incomes over $20,000 is 15%. The comparable current income figures for the public universities are 41% under $10,000 and 15% over $20,000, while for the private non-sectarian schools (a fairer comparison) we have 35% under $10,000 and 29% over $20,000. Thus, even the schools most like Beloit have more than twice the percentage of families under $10,000, and nearly a third fewer families in the over-20,000 dollar bracket. One Beloit student in five comes from a family with an income of over $30,000 while this is true of only one student in twenty at the public university.

One of the other items from the ACE fits in with this discussion in an interesting but perplexing manner. Respondents list the importance to them personally of a number of items. One of these is "Being very well-off financially." Percentages of respondents marking this item "essential" or "very important" are shown in the table below.

	Beloit College Class of:			-	Comparison Data for Private Non-sectarian Colleges only:		
	1970	1971	1972	-	1970	1971	1972
Males.......	42%	39%	28%		53%	53%	50%
Females.....	23	21	12		32	30	25

Thus, while the number of wealthy Beloit students is going up, the number of students for whom wealth is important is going down. Furthermore, this is not a national trend, certainly not in anywhere near similar proprotions. It is a Beloit trend. This can be seen in reference to the comparison data, which, it will be noted, are not for the public universities, but for the institutions most like Beloit, the private non-sectarian colleges. These figures give us a lot to think about. Why are the Beloit figures so different, and so increasingly different, from the students at other similar colleges?

Many plausible-sounding speculations can be woven around this data. Perhaps it is an expression of idealism. Perhaps only people who are "very well-off financially" can afford to think that such a state is not of importance to them. Certainly these figures must have some meaning in terms of student vocational orientation at Beloit as compared with other schools. (cf. the place of the "Vocational" philosophy at Beloit, shown in Chapter IV). A break-down of this data by income level of respondent would be most interesting, but it is not possible with the ACE data.

The distribution of father's occupation for the Beloit Class of 1972 is much like that in other classes. The following data is CSQ data based on respondents tested through March, a total of 298 respondents.

(see following page)

Father's Occupation	Beloit Class of 1970	Beloit Class of 1971	Beloit Class of 1972	Nat'l. Data
Unskilled worker, laborer, farm worker	2%	3%	2%	5%
Semiskilled worker (e.g., machine operator)	3	3	3	10
Service worker (policeman, fireman, barber, military noncommissioned officer, etc.)	2	2	1	7
Skilled worker or craftsman (carpenter, electrician, plumber, etc.)	7	4	5	13
Salesman, bookkeeper, secretary, office worker, etc.	8	8	9	13
Owner, manager, partner of a small business; lower level gov't. official; military commissioned officer.	18	20	18	17
Profession requiring a bachelor's degree (engineer, elementary or secondary teacher, etc.)	15	12	15	11
Owner, high-level executive--large business or high level gov't. agency.	16	19	14	8
Professional requiring an advanced college degree (doctor, lawyer, college professor, etc.)	24	30	28	9

This data is remarkable in its consistency. It is rather neat, in that the Beloit data is consistently below the national average in the lower five categories, and consistently above in the following four. One interesting aspect of this data is that, even though it is consistent, it is not really so radically different from the national data as was the income data, except in the "professional" category.

Parents' education is another factor very powerfully influencing children's attitudes. The following table from the ACE shows education for father and mother for the Beloit Class of 1972.

Education Level	Beloit College		Private Non-sect.		Prot.		Public Univ.		All.	
	Father	Mother	Fath.	Moth.	Fath.	Moth.	Fath.	Moth.	Fath.	Moth.
Grammar school or less	2%	1%	6%	4%	10%	6%	8%	5%	10%	7%
Some high school	3	4	11	9	15	12	12	11	17	15
High school graduate	10	20	21	33	26	38	29	43	30	43
Some college	13	23	17	22	18	21	20	22	18	19
College degree	30	36	25	25	19	18	20	16	16	14
Postgraduate degree	41	15	20	6	13	4	11	3	8	2

Beloit parents can be seen to have educations far beyond the national averages. For fathers, the modal category in most cases is through high school, while for Beloit it is at the top of the scale. For mothers, the modal category in all the other cases is the end of high school, but for Beloit it is the end of college. It can be seen that in all but the private non-sectarian college, the modal category for mothers and fathers is the same, namely, high school. A differential begins in the private non-sectarian colleges, where the mode for fathers is the end of college, while for mothers it is the end of high school, though there is just four points difference between the high school and college categories for fathers. At Beloit, we have a differential too, but one step further up the scale--the most numerous category for mothers is the "finished college" category, while the number of fathers with graduate-professional training is truly high in comparison with other schools.

At Beloit, 70% of the fathers and 51% of the mothers have finished college. In no other category have half of either the fathers or the mothers finished college. What influences might this have on the Beloit student body relative to other student bodies? Perhaps this can be related to the anti-intellectualism so common among Beloit students today.

The above items are combined on the CSQ scale for "Family Social Status." This scale is not scored in the same way as the other CSQ scales. There are four items on the scale, namely, income, father's occupation, and father's and mother's education. However, the item for father's occupation is weighted three times the other items. There are nine possible responses for each item, with the result that the score on this scale can range from 6 through 54. The score for the Beloit Class of 1972 sample tested at entrance is representative of the scores for all the various samples tested throughout the year. The score is 40. The mean score for all institutions in the CSQ sample is 32, thus, Beloit's score is very high, and turns out to be at about the 90th percentile. That means that the score for Beloit on this scale is higher than that for 90% of the colleges in the United States. This is about the same percentile as for the Class of 1971, but once again let us point out that the "social status" of Beloit College student families is at this stratospheric height not relative to the population at large, but relative to American college students, a far more highly selected group. Beloit youth is a very special kind of youth.

An interesting change has occurred in the make-up of this "Family Social Status" scale since last year. Should the reader compare this report with previous ones, he would find that the scale score for previous Beloit classes was much higher than the present one. This is because in the past, the scale included one additional item which is no longer on it--respondent's race. Times are changing.

Beloit students mainly live in moderate-sized towns and suburbs in the Wisconsin-Illinois area or in the New York-Pennsylvania area. This can be seen in the following two tables.

Where did you live for most of the time while you were growing up?	Beloit Class of 1972	Private Non-sect.
On a farm	3%	6%
In a small town	15	20
In a moderate size town or city	30	34
In a suburb of a large city	38	27
In a large city	15	13

The comparison data provided with the above table show that Beloit students have about the same rural-urban distribution as students in other kinds of colleges. They are somewhat more suburban, and also of interest is the low proportion from farm families. In this respect, Beloit is not too different from schools in its own "Private non-sectarian" category, but the relatively high proportion in "Protestant colleges" is surprising. The highest category of all in the comparison data is for two-year public colleges. Here 13% of the students are from farm families.

No comparison data is provided with the next table, as it does not seem to make sense for this particular item.

Region of Home State	Beloit Class of 1971	Beloit Class of 1972
Middle States	23%	25%
New England	12	17
North Central	55	46
Northwest	0	1
Southern	5	6
Western	4	5
Foreign	2	1

It can be seen that the Class of 1972 is not unlike the Class of 1971, with a decrease in students from the North Central region and an increase in the New England region. The reader's attention is invited to the fact that these groupings are based on the six national regional accrediting associations for colleges, a somewhat unconventional grouping. It should be pointed out that the student, in originally filling out the questionnaire, marks his own state. The groupings were made in scoring the data.

Chapter III. Goals and Values

In this chapter we will discuss our data on reasons for Beloit attendance, planned major, and religious and political values.

We have three questionnaire items from the ACE which center around the student's reasons for coming to Beloit. As we will see, the Beloit Classes of 1971 and 1972 are quite similar in their responses to these items, and Beloit students are likewise similar to students at private non-sectarian colleges, but different from those at other kinds of colleges.

The following item is to be found on the ACE questionnaire:

> To how many colleges other than this one did you actually apply for admission?

No. of applications to other colleges	Beloit Class of 1971	Beloit Class of 1972	Private Non-sect.	Prot.	Public Univ.	All
None	20%	20%	26%	43%	56%	51%
One	17	18	17	22	21	20
Two	22	23	20	16	12	14
Three	19	18	17	10	6	8
Four	12	12	10	5	2	4
Five	5	6	6	2	1	2
Six or more	6	4	4	1	1	1

The similarity of the data for the two Beloit classes is apparent, and the national comparison data for this year (shown in the table) is also quite similar to last year's data. The big difference between Beloit and the other schools lies in the first category, students who applied to no other colleges. This is true for only 20% of Beloit students, while it is true for half the students in the other categories. At the other end of the scale, we find that 40% of students entering Beloit applied to three or more other institutions, while for the public universities, this figure is 10%. However, the appropriate reference group for Beloit in this respect is the private non-sectarian colleges, and there the number of students applying to three or more schools is 37%, a figure nearly the same as that for Beloit. At this point, we repeat our speculation of last year that these figures might be explained in terms of perceived selectivity. Multiple applications become important when one applies to schools perceived as being highly selective.

In the matter of acceptances, we also find Beloit students similar to those at other private non-sectarian schools, as the table below shows.

No. of Acceptances by other colleges	Beloit Class of 1971	Beloit Class of 1972	Private Non-sect.
None	24%	23%	25%
One	31	35	29
Two	24	24	25
Three	15	11	14
Four	5	5	5
Five	1	1	2
Six or more	1	0	1

Only comparison data for private non-sectarian schools is provided because, in order to compare acceptances, the data on number of applications must be similar. Once again, the comparison data for this year (shown in the table) is nearly identical with that of the year before. Data for the two Beloit classes is similar also, but not so similar as the data for applications. As the reader will remember, in that data, the two classes differed by no more than one percentage point in every category but the last, where the difference was two percent. In this table, the differences are somewhat larger, somewhat more students in the Class of 1972 having been accepted at one other college and somewhat fewer at three--but the differences are very small.

Our last batch of data related to this question has to do with the student's reasons for deciding to enroll at Beloit. On the ACE, students are presented with a list of possible influences and asked to check each as either a "major influence," "minor influence," or "not relevant." The following table shows, for each item, the percent who marked that item as a "major influence."

(see following page)

Importance of Persons & Events in Decisions to Enroll	Beloit Class of 1971	Beloit Class of 1972	Private Non-sect.	Prot.	Public Univ.	All
Parent or other relative	32%	34%	47%	51%	47%	48%
High school teacher or counselor	22	17	26	23	18	23
Friends attending this college	11	8	14	18	17	15
Graduate or other college representative	21	17	20	20	10	12
Counseling or placement service	8	5	5	6	4	5
Athletic program of college	2	1	8	8	5	6
Other extracurricular activities	8	11	8	6	6	5
Social life of the college	6	7	12	10	10	8
Chance to live away from home	30	28	24	20	20	15
Low cost	1	2	6	6	26	25
Academic reputation of the college	80	72	60	45	52	43
Most students are like me	10	5	13	13	7	9
Religious affiliation	2	2	7	27	1	6

Once again we find that the data are quite consistent from the Class of 1971 to the Class of 1972. The five highest-ranking influences are tabulated below, and these turn out to be the same five in both years.

Type of Influence	Class of 1971	Class of 1972
Academic Reputation	80%	72%
Parent, Relative	32	34
Live away from home	30	28
H. S. Teacher, Counselor	22	17
College Representative	21	17

Beloit still finds itself well above the national averages, even for private non-sectarian colleges, in the importance of its academic reputation to potential students, and still finds itself well below the national averages in the importance of parents or relatives as influences in the decision to enroll.

On the other hand, living away from home seems to be more important to Beloit students than to others. These last two items fit in with a batch of data we have decided not to discuss in detail this year, the CSQ "Family Independence" scale. This scale summarizes items such as the following: "Do you consult with your parents when you are faced with important personal decisions?" (The ETS description of the scale may be found on page 95) The Class of 1972 had a score of 26 on this scale. This is a very high score, nearly at the 95th percentile of other institutions. That is, according to this scale, Beloit students tend to be very independent of their families. Perhaps this scale score is a result of the same influences that make living away from home important, and make parents and relatives relatively unimportant in the decision to enroll at Beloit.

There is an additional comment that may serve to put these findings in a better perspective. The two most important influences on decision to enroll are highly consistent across the various categories of comparison data. Not only in all of the categories we present here, but in all of the categories but two, "Academic Reputation" and "Parent or Relative" are the two most important influences. (The exceptions are in the "public" and "all" categories for two-year colleges, where "parent," "H. S. teacher," and "cost" out-rank "academic reputation," which rates fourth). This consistency is interesting, and, insofar as academic reputation is concerned, is hard to explain. Perhaps all schools have good academic reputations in the eyes of their enrolling classes.

In sum, Beloit is similar to other schools insofar as important influences upon decisions to attend are concerned. On the other hand, a particular Beloit pattern, relatively higher on academic reputation, lower on parental influence, may be discerned.

We come now to some data which, for the past two years, have seemed to be somewhat spectacular. This is the data on probable majors. From 1970 to 1971, the number of persons saying that they planned to major in the natural sciences at Beloit decreased from 23% to 13%. Disaster seemed to loom if this trend continued for another year, but as the data below will show, the trend does not continue this year.

Data on probable major, from the ACE, is shown on the following page.

Probable Majors of Underclassmen (Classes of 1970, 1971 and 1972)

	Beloit Classes of: 1970	1971	1972	Private Non-sect.	Prot.	Public Univ.	All
NATURAL SCIENCE							
Biological Science	7%	5%	8%	5%	5%	4%	4%
Engineering	2	1	1	3	3	12	10
Health (non-MD)	1	0	1	3	6	6	5
Mathematics	5	2	3	5	5	4	4
Physical Sciences	7	5	4	3	3	4	3
Other Tech. Fields	1	0	0	1	1	2	3
TOTAL	23%	13%	17%	20%	23%	32%	29%
SOCIAL SCIENCE (Professional Training)							
Business	2%	3%	1%	11%	11%	12%	16%
Education	3	3	2	10	14	9	12
TOTAL	5%	6%	3%	21%	25%	21%	28%
SOCIAL SCIENCE (Liberal Arts)							
History, Political Science	15%	19%	16%	10%	8%	6%	7%
Psychology, Sociology, Anthropology	21	27	27	13	12	8	8
TOTAL	36%	46%	43%	23%	20%	14%	15%
HUMANITIES							
English	7%	4%	7%	6%	5%	3%	4%
Humanities (other)	10	10	10	6	6	4	4
Fine Arts	8	9	9	12	10	9	9
TOTAL	25%	23%	26%	24%	21%	16%	17%
OTHER CATEGORIES							
Pre-professional	10%	8%	8%	8%	7%	9%	6%
Undecided	2	3	2	2	2	2	2
TOTAL	12%	11%	10%	10%	9%	11%	8%

The reversal of the trend in natural science majors is the first thing that strikes the eye. The important point is not so much the small upward trend (only subsequent years will show whether it is real), but that the downward trend has disappeared. Much the same sort of comment might be made for the social science-liberal arts category. Beloit rapidly seemed to be approaching a point at which half the entering class planned a social science major. Now this trend may have levelled off. This area of major field was one in which the writer had expected to find some change over time. It seems reasonable that the student, who may come here with a somewhat fanciful idea of the various subject areas, might change his mind about a major as the Underclass year progresses. We have data on three related items.

However, since this is the first time that data taken from the various samples of the Underclass year are to be presented, we should say a word about the format of the presentation. Our problems of sample equivalence have already been described in the introduction to this report. Nothing we can do can alleviate them in the present data. However, our unexpectedly high no-show rate also caused another problem, sample size. To be meaningful, data of this sort must be based on samples of adequate size. In order to increase size of samples, and also in order to make real trends easier to see, we have grouped the data into four samples, as shown in the table below.

	Time of Test			
	Entrance	21 Sept.- 5 Oct.	19 Oct.- 23 Nov.	25 Jan.- 2 Apr.
Number of Respondents	54	80	85	133

Data from the very first administration has not been combined with any other because, even though this sample is of marginal size, it is the one sample taken immediately upon arrival at Beloit, and thus of special interest. In addition this particular sample, unlike the others, is an excellent one, truly random with a 90% show rate. Thereafter, the data is grouped to show the first and second halves of the first term, and the second term in its entirety. The reader may note that data from the summer term is ladking. This is because it is not yet available at this writing.

Returning now to our search for trends in the choice of a major field, we have responses to the following item.

Do you have a particular major field of study in mind?

	Entrance	Sept.-Oct.	Oct.-Nov.	Jan.-Apr.
Yes	81%	70%	76%	80%
No	19	30	24	20

Whereas the writer had expected a steady increase in the proportion of "yes" responses to this item, the fact is that no trend at all seems manifest in the data. Evidently those who arrive at Beloit with no major field of study in mind make their decisions some time after their first two terms.

Now let us look at the major fields of study themselves, broken down into the same four sub-groups over the first two terms. It should be noted that the writer has organized these to resemble the ACE data presented previously, but that the ACE and CSQ organize these items rather differently. This no doubt accounts for the differences between the tables.

(see the following page)

CSQ-I: Class of 1972 Major Fields

	Entrance	Sept.-Oct.	Oct.-Nov.	Jan.-April
Biology	16%	16%	9%	15%
Physical	2	5	6	8
Mathematics	7	4	5	1
Engineering	5	0	0	0
	30%	25%	20%	24%
Psychology	7%	5%	9%	3%
Sociology	0	2	6	6
Anthropology	7	9	8	7
Other	11	18	9	8
History	7	7	2	4
Economics & Pol. Sci.	7	7	5	5
	39%	48%	39%	33%
Business	2%	0%	0%	0%
Education	0	4	2	5
	2%	4%	2%	5%
English	5%	5%	11%	5%
Other Humanities	18	13	23	25
	23%	18%	34%	30%
Pre-professional	5%	0%	2%	1%
Social Welfare	0	0	2	1
Business Law	2	4	0	1
	7%	4%	4%	3%

The percentages in this table are based on number of respondents who have already decided on a major (i.e., those replying "yes" in the table above, page 23). This makes it easier to see trends, but on the other hand it should be remembered that it means these numbers do not represent the proportion of all Underclassmen planning to major in an area. However, no trends are evident. It is difficult to tell whether the slight declines in natural and social sciences may be meaningful, and the same goes for the gain in humanities. Certainly no major shift is represented here.

Our third batch of data ties in with the other two. It has to do with when the decision to major was made.

How long ago did you decide on this field?

	Entrance	Sept.-Oct.	Oct.-Nov.	Jan.-Apr.
In the past six months	30%	30%	25%	31%
Between six months and a year ago	14	20	14	17
About a year ago	20	9	26	23
About two years ago	7	21	17	12
Three years ago	14	2	5	6
Four years ago	2	4	8	2
Five to seven years ago	0	4	2	4
More than seven years ago	2	5	2	1

Once again we have fairly consistent data. They do not change. The writer had expected that more and more people would shift into the first category, recent decisions. This does not happen. However, in three of the four samples, the first category is the most numerous. A steady 30% of the people who make decisions have made them within the last 6 months, so it is possible that everyone in the study made his decision on the first day of the study, but this does not seem too likely. The problem is, if people have made fairly recent decisions, why don't these percentages cumulate? Since the study spans only 6 months, it is possible that our suggestion based on proportions of students having decided on majors is still valid--that in fact, all of these decisions have been made before school began. Or, perhaps many of the people who have decided on a major change their minds. The August data should give us some information about this.

Another interesting aspect of this table is that, in three of the four samples, the second most recent category is not the second most numerous.

Instead the second most numerous category is the third one, "about a year ago." Again, it is very difficult to interpret this finding, except to say that it fits in with our hypothesis that most Underclassmen with definite ideas about what they want to major in during their first two terms have reached these decisions while they are in high school.

Another set of data we have which is most interesting is on student religious background and religious preference. This data is shown in the table on the following page.

Religious Background	Beloit Classes of: 1970	1971	1972	Private Non-sect.	Prot.	Public Univ.	All
Protestant	66%	62%	61%	57%	76%	57%	52%
Catholic	14	13	14	22	10	30	33
Jewish	8	14	11	10	2	6	5
None	7	10	8	4	2	2	2
Religious Preferences							
Protestant	52%	44%	34%	47%	72%	50%	46%
Catholic	11	9	9	19	10	28	31
Jewish	6	8	5	9	1	5	4
TOTAL	69%	61%	48%	75%	83%	83%	81%
Other	8%	7%	14%	10%	11%	7%	9%
None	24	32	38	15	6	11	10
TOTAL	32%	39%	52%	25%	17%	18%	19%

Looking at the change in our last three entering classes, we see that in terms of religious background, the classes are very similar. This year is typical: about 61% Protestant, 14% Catholic, 11% Jewish. This is an interesting mix in itself, if we compare it with the national data. No other category seems to have just these proportions: the Private Non-sectarian colleges are the most similar but have somewhat more Catholics. While these figures on background do have an interest in themselves, their main interest comes from a comparison with what the students report as their present religious preferences.

Looking at these preferences we see that the proportion of Protestants has dropped steadily in the last three classes until it is just one-third of the entering Class of 1972. The number of Catholic and Jewish students has stayed about the same. Looking at these figures, we can see that only 43% of the entering Class of 1972 claimed to be Christians (where "Christians" means Catholics plus Protestants).

The "index of non-conventionality" which we used last year (the sum of the "other" and "none" categories) has risen from 39% to 52%--that is, over half the class claims not to have one of the standard American religions, and, 57% of the entering class is non-Christian.

These figures have to be taken with a grain of salt. Nearly 40% of the entering class says, for religious preference, "none." But what will these same students say when they are over 30? Of course, it would be a sort of genetic fallacy in reverse to say that, because a person may change his ideas later, his present ideas are to be discounted. There can be no doubt at all that these religious preferences influence student behavior in college and influence the atmosphere of the college.

Let us now turn to the political attitudes of the Class of 1972. The political items of the CSQ have come in for a good deal of criticism during the past year, much of it justified. Even though the CSQ is less than a decade old, many of the politically-oriented items have lost much meaning, or, even worse, may have changed their meaning.

The most general political question on the CSQ is the following:

Do you consider your political point of view to be generally:	Beloit Classes of: 1972				1971	1970
	Entrance	Sept-Oct.	Oct-Nov.	Jan-Apr.		
Quite conservative	2%	2%	6%	5%	5%	5%
Fairly conservative	19	20	22	14	20	24
Fairly liberal	39	45	38	49	44	45
Very liberal	28	27	29	23	31	24

Once again there seems to be very little change over time for the Class of 1972. In addition, the class is very similar to the two previous ones in its response to this item. The problem is, any given position may be "liberal" one year and "conservative" four years later. Just the same, even if this is true, it is still of considerable interest to see where on the political spectrum our students see themselves. Labels are important.

Two other items which should be meaningful, even in today's world, are the following:

How informed do you presently consider yourself in regard to national and international political affairs?	Beloit Classes of: 1972				1971	1970
	Entrance	Sept-Oct.	Oct-Nov.	Jan-Apr.		
Wholly uninformed	2%	7%	2%	5%	4%	2%
Not very well informed	19	34	45	40	30	35
Fairly well informed	50	44	39	42	52	52
Very well informed	17	15	12	11	14	8

How interested are you in political issues and political affairs?	Beloit Classes of: 1972 Entrance	1972 Sept-Oct.	1972 Oct-Nov.	1972 Jan-Apr.	1971	1970
Disinterested	4%	11%	4%	7%	7%	7%
Occasionally interested	20	30	35	39	28	33
Quite interested but do not plan to be active	31	27	38	35	43	40
Very interested and I am or would like to be active	31	31	21	17	22	18

Taking the item on information first, a number of things catch the eye. The classes are similar in that the largest number of people consider themselves "Fairly well informed," the next largest number "Not very well informed." However, aside from the "very well informed" category, answers for the Class of 1972 tend to be lower than those of the previous classes. This can be seen in comparing the various answers. There seems to be a fairly consistent switch of about 10% away from the "Fairly well informed" category to the next lower one. Overall however, the difference is not great.

The next item is one that does show some trends over time during the Underclass year. The proportion of respondents who say that they are or would like to be active in politics drops markedly, from 31% to 17%. Comparing with the other classes, we can see that the latter figure is the more typical, so we can say the Class of 1972 had an unusually high number of activists in it at first. Perhaps this number declines due to disillusion as a result of experience in college. That may be, but it may be also that the activists may have comprised an important proportion of those who did not complete the questionnaires.

When it comes to the Peace Corps, the Class of 1972 feels at least as favorably towards it as the other two entering classes, but feels less committed to be in it. This generalization is based on the table below.

Do you think that at some time in the future you would like to join the PEACE CORPS or VISTA?	Beloit College Classes of:					
	1972				1971	1970
	Entrance	Sept-Oct.	Oct-Nov.	Jan-Apr.		
Definitely not	9%	10%	8%	7%	14%	11%
Probably not	24	30	28	35	33	37
Probably yes	44	44	49	45	37	35
Probably yes	9	16	12	11	16	15

It can be seen that the number of persons responding at the favorable end of the scale (the two "yes" categories) is somewhat greater for the Class of 1972 than for the two other classes, but the number of people who checked the "definitely" category for this class is smaller.

But many of the politically-oriented items are losing meaning today, so that discussion of them does not seem very profitable. An example is the following item: "Do you agree or disagree that labor unions these days are doing the country more harm than good?" With the appeal of Wallace-type candidates to union members on the one hand, and on the other hand liberal and radical opposition to unions on the grounds that they own banks and practice racial discrimination, the validity of classing someone who responds "agree" to the above items as a "conservative" becomes highly dubious. The same sort of thing is wrong with several of the other political items on CSQ.

Chapter IV. The Beloit Atmosphere

In the CSQ and ACE, respondents describe themselves. In the CUES, they describe the college environment as they see it. CUES contains a number of descriptive statements to which the respondent answers "true" or "false." For the first sample of respondents, our data on the incoming Class of 1972 provides a description of Beloit as the students believe it will be. Thereafter, for the other samples, the data is a description of the college as they see it, for CUES, like the CSQ, was administered to samples of students throughout the year.

Most of our other data has failed to fit in with the commonly voiced opinion at Beloit during the past year that the Class of 1972 is somehow quite different from other classes entering Beloit. In this chapter, however, we shall find a good bit of data to support this contention.

CUES scale scores do not mean the same thing as CSQ scores. Every CUES item, as we have said, is marked either true or false. The intent of CUES is to report how the environment is seen, and so every item on which 67% of the respondents agree is scored (if they agree in the keyed direction). For instance, the item "Students commonly share their problems," is part of the community scale. If 70% of respondents answer "True," it is scored and forms a part of the scale score. If, on the other hand, 70% of respondents answer "false," it does not form a part of the scale score. Likewise, if there is a 50-50 split on the item, it doesn't form a part of the scale score either. Thus, on CUES, the scale score alone does not give us much information about items that are not scored.

In the past, scores for classes entering Beloit have been quite similar to each other. These scores for entering classes have not only been similar to each other, but similar to typical scores of students entering liberal arts colleges. As we discussed last year, these scores seem to reflect the entering student's belief that he is entering "Utopia U." These high scores then tended to drop over time, presumably reflecting the student's increasing awareness of what Beloit was really like.

The Class of 1972 is not like other Beloit classes in its response to CUES. As can be seen in the table below, scores for the Class of 1972 are much lower than those of other entering classes. In fact, they are lower than the scores for classes which have been here for an entire year. The table below shows that most of these scores are quite consistent from sample to sample in the Class of 1972.

Classes of:

	1970	1971	1972							
Scale	Ent.	Ent.	Ent.	21 Sep.	5 Oct.	19 Oct.	23 Nov.	25 Jan.	Mar.	Apr.
Practicality	11	10	4	5	3	3	2	1	1	2
Community	22	23	12	14	11	10	13	9	11	9
Awareness	26	27	18	23	22	22	23	21	24	20
Propriety	13	10	2	8	6	3	6	5	6	5
Scholarship	27	25	17	19	15	19	16	13	11	10

As can be seen above, variations from sample to sample of the CUES do not account for the low scores of the 1972 group. An exception to this is the awareness scale. We will see what we can make of these low scores, scale by scale, but first we may note the pattern of the scales. The pattern for the Class of 1972 is not dissimilar from that of the other classes. The two highest scores are on the awareness and scholarship scales. Furthermore, it is on the awareness and scholarship scales that the Class of 1972 differs least from the other classes. This is of special interest because these are the scales which characterize the small, private, selective liberal arts college, and so it is perhaps significant that it is on these scales that the new class should differ least from other entering classes.

Now let us turn to the scholarship scale, which has always seemed to give provocative results at Beloit. The scale is officially described as follows:

> Scholarship. The items in this scale describe an environment characterized by intellectuality and scholastic discipline. The emphasis is on competitively high academic achievement and a serious interest in scholarship. The pursuit of knowledge and theories, scientific or philosophical, is carried on rigorously and vigorously. Intellectual speculation, an interest in ideas, knowledge for its own sake, and intellectual discipline--all these are characteristic of the environment.

As we have seen, the Class of 1972 scores well below previous entering classes on this scale. However, this is the one scale on which the score for the entering class is not below the scores for the two previous classes tested at the end of their first years. Thus we might say that the Class of 1972 most closely resembles previous entering classes on this scale and has the most illusions about this aspect of Beloit.

Let us, however, look at the particular items making up the difference between the Class of 1972 and the previous entering class on this scale. The previous class had a score of 25, the Class of 1972 has a score of 17. It turns out, rather neatly, that the difference between the classes is represented by eight items scored by the Class of 1971, but not scored by the Class of 1972. In other words, we might say that the Class of 1971 responded to the scale in the same way as the Class of 1972, except that it scored on eight additional items. These eight items are listed below in decreasing order of percentage differences between the two classes, the items with the largest differences first:

(see following page)

Items

The school is outstanding for the emphasis and support it gives to pure scholarship and basic research.

Standards set by the professors are not particularly hard to achieve.

Students who work hard for high grades are likely to be regarded as odd.

Students put a lot of energy into everything they do--in class and out.

There is very little studying here over the weekends.

Few students would ever work or play to the point of exhaustion.

There are so many things to do here that students are busy all the time.

Examinations here provide a genuine measure of a student's achievement and understanding.

The first of these items may simply show that the new class is more familiar with the role of the liberal arts college in American education than was the previous class; perhaps this shows that the new class is more realistic in its view of the world.

The next four items can all be tied togather by the idea that academic life at Beloit as seen by the Class of 1972 is relatively less difficult than for the Class of 1971. And yet, 80% of the 1972 sample said "False" to the proposition "It is fairly easy to pass most courses without working very hard" and even by the time of the April sample it only drops to 63%. (The corresponding percentage for the Class of 1971 is 90%.) Perhaps in time we will be able to unravel this apparent contradiction.

The scholarship scale is another part of the testing program carried out this past year that did show the sorts of trends over time which were expected. Data presented in previous reports in this series showed that graduating classes at Beloit had scale scores in the region of 7 to 11 on the scholarship scale, an enormous drop from the scores of 25 and up typically obtained by incoming classes. Even though the Class of 1972 started with a lower score than the other classes, its score on this scale is apparently dropping also, as is shown in the table below.

Scale	Entrance	Sept.21	Oct.5	Oct.19	Nov.23	Jan.25	Mar.	Apr.
Scholarship	17	19	15	19	16	13	11	10

The downward trend seems to start after the first half of the first semester, but it is only towards the end of the second term that it becomes large. Scores on particular items of this scale are remarkably consistent across these various samples. Eight of the 10 items scored in April are scored on each of the seven previous administrations. Of the two remaining items, one is scored on the last six administrations consecutively, and one on the last five.

Before looking at some of the items that seem to drop out between September and April, we might comment on this last item, which makes its appearance in the fourth sample (19 October) and is present on every sample thereafter. The item is, "Professors usually take attendance in class," (marked false) i.e., after about four weeks of class at Beloit, 2/3 of the CUES respondents consistently agreed that the statement, "Professors usually take attendance in class" is false.

Let us now look at the particular items responsible for the drop from the scale score of 17 in September to the scale score of 10 in April. There are actually nine items scored in September which are not scored in April since, as mentioned above, the April score includes two items not scored on the first sample. Of the nine disappearing items, one appears 6 consecutive times, one appears 6 consecutive times, one appears 4 consecutive times, one appears 2 consecutive times. This is pretty good scaling in anybody's language: only four of the nine items fail to appear consecutively before dropping out, and all of those four appear 3 times or less. Now let us look at the particular items involved:

Items	No. of appearances	Consecutive
A lecture by an outstanding scientist would be poorly attended (F)	7	*
It is fairly easy to pass most courses without working very hard (F)	6	*
Most courses are a real intellectual challenge (T)	4	*
Students set high standards of achievement for themselves (T)	3	
Students are very serious and purposeful about their work (T)	3	
Class discussions are typically vigorous and intense (T)	2	*
Learning what is in the textbook is enough to pass most courses (T)	2	
Course offerings and faculty in the natural sciences are outstanding (T)	2	
There is a lot of interest in the philosophy and methods of science (T)	1	*

Here are the items which are scored in April:

Items

Most of the professors are very thorough teachers and really probe into the fundamentals of their subjects. (T)

Students almost always wait to be called on before speaking in class. (F)

Laboratory facilities in the natural sciences are excellent. (T)

Long, serious intellectual discussions are common among the students. (T)

Personality, pull, and bluff get students through many courses. (F)

Careful reasoning and clear logic are valued most highly in grading student papers, reports, or discussions. (T)

(continued)

Students who work hard for high grades are likely to be regarded as odd. (F)

Most courses require intensive study and preparation out of class. (T)

Courses, examinations, and readings are frequently revised. (T)

Professors usually take attendance in class. (F)

There do seem, intuitively, to be common characteristics of these sets of items which distinguish them from each other, but they are most difficult to verbalize. Here is one effort: The statements still scored in April more or less describe the rules of the game, the way the learning situation is structured from the faculty or institutional point of view. The statements which drop out describe student perceptions of academic standards and norms, those of their peers and those they find in courses.

To a certain extent what we are saying here overlaps the discussions of previous years of student-related and faculty-related items on the scholarship scale. We had found that the percentage drops for the student items were three times those of the faculty items. However, while four of the designated five "faculty items" do appear among those retained through April, there is little overlap here with the items previously discussed as "student" items.

Some individual item trends are also of interest on the scholarship scale. These are tabled below.

Items	Entr.	Sept-Oct.	Oct-Nov.	Jan-Apr.
Students set high standards of achievement for themselves. (T)	75	66	67	42
Students put a lot of energy into everything they do--in class and out. (T)	61	62	40	33
There is very little studying here over the weekends. (F)	61	72	67	58

The first of these items is of interest because it sheds some light on the

"Utopia U." hypothesis. This is the hypothesis that explains the high CUES scores of incoming classes as visions of an impossible Utopia, and the drop in scores as a result of the socialization of the incoming class. Considerable evidence (eg. Wallace 1966) points to the rather early occurrence of this socialization with its concomitant change in perception and attitude. But the drop in score on the "high standards of achievement" item does not occur in the first six weeks, but in the second term. More detailed analysis shows that the number of "True" responses is only down to 58% in the November and also in the January samples, and that it is really in the March and April samples that the large drop becomes apparent (the number drops to 35% in both of these samples). This particular item and some others also seem to point to the second term, rather than the middle of the first term, as the time of largest change.

The second item, because of its double-barrelled nature is hard to interpret, but this item does show its largest drop at about the middle of the first term.

The last item is included not because of any trend apparent in the answers but for the opposite reason of consistency in the results. A very consistent 30-40% of respondents agree that there is "little" weekend study at Beloit. The lack of change in this item and especially the correspondence of later answers to the answers of students in the very first sample would seem to indicate that in this respect, students who come to Beloit find what they expect. Finally, it is of interest to note that the Class of 1972 has different scores on this item than do other classes. The entering Classes of 1970 and 1971 had scores of 77% and 78% respectively, while the Class of 1968 at graduation had a score of 70%. Apparently the entering Classes of 1970 and 1971 had somewhat more scholarly expectations of Beloit than did the Class of 1972. This may be related to the less "Academic" orientation of this class, described in the next section of this chapter.

After the scholarship scale, the next most striking results for the Class of 1972 are to be found in the Propriety scale. The scale is officially described as follows:

> Propriety. These items describe an environment that is polite and considerate. Caution and thoughtfulness are evident. Group standards of decorum are important. There is an absence of demonstrative, assertive, argumentative, risk-taking activities. In general, the campus atmosphere is mannerly, considerate, proper, and conventional

The name of this scale may be somewhat misleading--conventionality would perhaps be a better term. At any rate, Beloit is so low on this scale that the items seem quite inappropriate and little can be made of the meaning of these results by looking at items, many of which seem quite bizarre for Beloit. However, the fact remains that some schools score high on these items, namely, "small, strongly denominational colleges," so that about all we can conclude from this scale is that the Class of 1972 is even less like students at these colleges than are previous classes.

One item on the Propriety scale which shows an interesting trend over time is the item "Students pay little attention to rules and regulations." The number of respondents answering this item "False" in the first sample is 54%, but in the combined January-April sample this number has fallen to 15%. In the April sample separately, the number is 9%, which means, of course, that in the April sample 91% of respondents agreed that "students pay little attention to rules and regulations."

As can be seen in the table below all samples subsequent to the September sample tend to show scores on the Awareness scale which do resemble the scores of other entering classes.

Probably the difference between this sample and the other Beloit classes is due to sampling error.

(see following page)

Scale	Entrance	Sept.21	Oct.5	Oct.19	Nov.23	Jan.25	Mar.	Apr.
Awareness	18	23	22	22	23	21	24	20

Let us now take up the Community scale, described officially as follows:

> Community. The items in this scale describe a friendly, cohesive, group-oriented campus. There is a feeling of group welfare and group loyalty that encompasses the college as a whole. The atmosphere is congenial; the campus is a community. Faculty members know the students, are interested in their problems, and go out of their way to be helpful. Student life is characterized by togetherness and sharing rather than by privacy and cool detachment.

On the Community scale, the Class of 1972 does score consistently lower than other entering classes, about in the same way as other classes at the end of their first year. In last year's report, two groups of items were found to account for a large part of the drop in this scale in the Class of 1969. The first group, composed of three items, reflected a blasé and detached attitude ("Very few things here arouse much excitement"). The second group, also composed of three items, we characterized as representing generalized concern for other people ("Most people here seem to be especially considerate of others"). All six of these items had been scored for the Class of 1969 at entrance, but by August none of them were scored. They dropped an average of 38 points in the interim. All six of these items were scored for the Class of 1970. All six of the items were scored for the Class of 1971. But for the Class of 1972 at entrance, only two of them are scored (one from each sub-group of three), and by April, none of them are scored. Thus on this scale we can say pretty specifically that the difference between the Class of 1972 and the other entering classes is that the Class of 1972 responds at entrance the way the other classes respond after they have been at Beloit for two terms or more, that is, the Class of 1972 seems to have fewer illusions about college than the other classes.

We should add that in last year's report still another group of three items on the community scale was identified as representing specific friendships with specific people (as opposed to concern with people-in-general). On this group of items no drop whatever, in fact, a slight increase, was found for the Class of 1969. Exactly this same situation is to be found for the Class of 1972: Two of these three items are scored at entrance, while all three are scored in April. They all increase in percentage of respondents responding "True," by an average of 19%.

Thus it would seem that the generalization we arrived at last year would still hold, namely, that we are seeing a shift away from a generalized positive feeling towards peers to specific friendships with smaller groups of specific people.

A number of items on the community scale, taken individually, show interesting trends during the course of the year. Perhaps the most dramatic is the item, "There is a lot of group spirit," which drops from 45% to 20% true during this time. Another item with a steady downward trend is "Graduation is a pretty matter-of-fact unemotional event" (keyed F), which drifts down from 50% False to about 30% False, but in the April sample, near graduation time, is only 15% False. Another individual item is interesting because of its consistently low score. This is "Students exert considerable pressure on one another to live up to the expected codes of conduct." Only about 10% mark this item true. This is of interest from two possible directions. First, one usually thinks of dormitory life (or any sort of close communal existence) as a form of life in which norms are fairly strongly enforced. If it is really true that there are no enforced norms among Beloit students, that would be remarkable. On the other hand, enforced norms that the enforcers are unaware of would also provide an interesting situation.

The final CUES scale is the practicality scale. The scale is officially described as follows:

> Practicality. The 30 items that contribute to the score for this scale describe an environment characterized by enterprise, organization, material benefits, and social activities. There are both vocational and collegiate emphases. A kind of orderly supervision is evident in the administration and the classwork. As in many organized societies there is also some personal benefit and prestige to be obtained by operating in the system--knowing the right people, being in the right clubs, becoming a leader, respecting one's superiors, and so forth. The environment, though structured, is not repressive because it responds to entrepreneurial activities and is generally characterized by good fun and school spirit.

This is another scale, like the Propriety scale, which seems highly inappropriate for Beloit. Also like the Propriety scale, this scale typically has very low scores in the selective private liberal arts college. Some liberal arts colleges do score high on the Propriety scale, but low scores on the Practicality scale seem to characterize not only the selective liberal arts colleges, but the selective universities as well. Insofar as the writer can judge, it would seem to be the case that high practicality scores are found at schools where scholarship is not a salient issue, and that low practicality scores go with high scholarship scores.

Looking at some of the ways in which the Class of 1972 differs from the Class of 1971 on this scale, we find that the four items scored for the Class of 1972 were also scored for the Class of 1971. These are as follows:

Items:

Students quickly learn what is done and not done on this campus. (T)

There are lots of dances, parties, and social activities. (T)

Campus buildings are clearly marked by signs and directories. (T)

Education here tends to make students more practical and realistic. (T)

Six other items were scored for the Class of 1971. Of these the four differing the most between the two classes are as follows: (see next page)

Items:

> The big college events draw a lot of student enthusiasm and support. (T)
>
> Student elections generate a lot of intense campaigning and strong feeling. (T)
>
> There is a recognized group of student leaders on this campus. (T)
>
> Student pep rallies, parades, dances, carnivals or demonstrations occur very rarely. (F)

By April the score on this scale is down to 2. Of these two items, one appears on all other samples for which we have data and overlaps with the two classes for which we have graduation data: "Students quickly learn what is and is not done here."

In the last section of this chapter, we will discuss a group of items from the CSQ-I which fit fairly well with the above discussion of the CUES scales. In CUES, students are asked to describe their perceptions of the college environment; in this series of items, they are asked to consider their own philosophy of what a college environment should be like. These philosophies have been discussed at length in previous reports both as a method of comparing classes and as a method of discussing the composition of Greek groups on the Beloit campus.

In the CSQ, the student is asked to read over each of the following paragraphs, and then for each one, to rank it from 1 (most accurate) through 4 (least accurate) in its description of his "point of view" about a philosophy of higher education. (Of course, the labels are absent in the questionnaire.

> VOCATIONAL PHILOSOPHY: This philosophy emphasizes education essentially as preparation for an occupational future. Social or purely intellectual phases of campus life are relatively less important, although certainly not ignored. Concern with extracurricular activities and college traditions is relatively small. Persons holding this philosophy are usually quite committed to particular fields of study and are in college primarily to obtain training for careers in their chosen fields.

ACADEMIC PHILOSOPHY: This philosophy, while it does not ignore career preparation, assigns greatest importance to scholarly pursuit of knowledge and understanding wherever the pursuit may lead. This philosophy entails serious involvement in course work or independent study beyond the minimum required. Social life and organized extracurricular activities are relatively unimportant. Thus, while other aspects of college life are not to be forsaken, this philosophy attaches greatest importance to interest in ideas, pursuit of knowledge, and cultivation of the intellect.

COLLEGIATE PHILOSOPHY: This philosophy holds that besides occupational training and/or scholarly endeavor an important part of college life exists outside the classroom, laboratory, and library. Extracurricular activities, living-group functions, athletics, social life, rewarding friendships, and loyalty to college traditions are important elements in one's college experience and necessary to the cultivation of the well-rounded person. Thus, while not excluding academic activities, this philosophy emphasizes the importance of the extracurricular side of college life.

NON-CONFORMIST PHILOSOPHY: This is a philosophy held by the student who either consciously rejects commonly held value orientations in favor of his own, or who has not really decided what is to be valued and is in a sense searching for meaning in life. There is often deep involvement with ideas and art forms both in the classroom and in sources (often highly original and individualistic) in the wider society. There is little interest in business or professional careers; in fact, there may be a definite rejection of this kind of aspiration. Many facets of the college--organized extracurricular activities, athletics, traditions, the college administration--are ignored or viewed with disdain. In short, this philosophy may emphasize individualistic interests and styles, concern for personal identity and, often, contempt for many aspects of organized society.

Although the method of having the respondent indicate, for every philosophy, whether he would rank it 1, 2, 3, or 4 provides very complete data, it also provides data that are very cumbersome to work with.

Our basic data are presented below, combining samples as we have done previously. Data for the Classes of 1970 and 1971 are included for comparison purposes.

(see following page)

PHILOSOPHIES

		Beloit Classes of:		Nat'l. Data	Beloit Class of: 1972			
	Rank	1970	1971		Entr.	Sep-Oct	Oct-Nov	Jan-Apr.
COLLEGIATE	1 -	40	34	42	44	46	40	35
	2 -	20	23	18	19	19	16	22
	3 -	22	25	26	20	25	19	27
	4 -	15	18	10	13	10	21	15
ACADEMIC	1 -	35	38	20	28	27	27	23
	2 -	39	35	37	37	35	38	31
	3 -	21	24	33	26	31	25	35
	4 -	3	4	4	4	5	7	11
VOCATIONAL	1 -	12	10	28	11	11	5	8
	2 -	26	23	34	20	25	31	18
	3 -	35	33	24	37	30	34	28
	4 -	25	33	8	26	34	27	44
NON-CONFORMIST	1 -	11	19	4	13	15	26	32
	2 -	13	19	7	20	21	11	26
	3 -	18	17	12	13	12	16	8
	4 -	57	46	72	50	51	45	32

First we will discuss the data from the first sample. We have been watching a trend in this data over the last two reports and that will be the first aspect of the data to be taken up here. Counting the graduating classes, we have CSQ data so far on four Beloit classes in all. We have been watching the proportion of first-place ranking going to each philosophy. In the Class of 1966, "Collegiate" was far and away the most popular, being ranked first by 59% of respondents, followed far behind by "Academic," (18%), "Non-conformist" (11%), and "Vocational" (10%). Ever since the Class of 1966, the trend has been for the "Collegiate" philosophy to drop and the "Academic" one to gain, closing the gap between them. As can be seen from the table above, this trend continued so far as to reverse the ranking of the two philosophies for the Class of 1971. The question we asked last year was, would this trend continue? It has not. As the reader can see, the number of first place choices for "Academic" has dropped while the number for "Collegiate " has risen, making "Collegiate" the most highly chosen of the philosophies once again, by the criterion of first-place choices.

It is truly curious that this reversal in our trend should occur, for whatever descriptions have been applied to the Class of 1972, no one has thought of them as "Collegiate" in the old football-and-fraternity sense of this philosophy. The explanation for our data may lie in a second reading of what the philosophy descriptions really say. It may well be that the descriptions of extra-curricular life in the "Collegiate" paragraph do not connote the same things to today's student that they did a few short years ago, and that the students in this class are responding to the affiliative aspects, the "relevant" aspects of the philosophy as they read it.

So far we have not mentioned the other two of these four philosophies. As the reader can see, little shift for them exists in the data for the Class of 1972 over the other classes. The number of persons marking the "Vocational" philosophy first continues to be very stable, as it has been all along, while the "Non-conformist" philosophy also continues to vary within the same limits, decreasing by 6% over the previous entering class.

The same trends we have been discussing between classes can be seen if we use as our index the number of first and second place choices combined for each philosophy. By this measure, we can clearly see the division into two groups, the "Collegiate" and "Academic" philosophies with 63% and 65% respectively, and the "Non-conformist" and "Vocational" with 33% and 31% respectively.

Now let us look to see whether any trends in this data are apparent in the various samples we have during the academic year. Perhaps the main change over time which is apparent is the increase in choice of the "Non-conformist" philosophy. Taking either the first-place choices or the first-and-second combined, the increase is very noticeable. At the same time, election of the other options drops, so that in the last combined sample we have a strikingly different picture than we do at the first of the year: Now, by the first-and-second-combined criterion, it is the non-conformist philosophy which is ranked first (though by a slim margin, to be sure). In our second-term sample instead of the two separate groups of philosophies which we had to begin with, we find the three main ones tightly bunched, with the "Vocational" far behind. Looking at the first-place choices only, shows the "Academic" philosophy to lag well behind the "Collegiate" and the "Non-conformist" ones.

Finally, we may consider the question of original interest, the time of this shift among philosophies. The shift seems to be quite gradual. The biggest jump seems to be the large increase in the "Non-conformist" philosophy between the third and fourth combined samples. This would fit with several of the other indications we have had that much change seems to occur during the second term at Beloit. However, the changes in the other philosophies seem gradual enough to make us exhibit caution on this point.

Chapter V. Two Studies of Drop-outs at Beloit

with Charles Curtis, Assistant Dean

A drop-out study is designed to discover why students drop out of school before graduation. This simple-sounding objective is in fact impossible to attain, for who can tell us the real reason that a particular student has left school--probably not even the student himself. It all depends what is meant when we ask "why."

There are two main approaches to this problem. They represent the ideographic and nomothetic approaches to social science data. The first approach is illustrated by the first of the two studies in this chapter. Each student in the study received a letter from the Office of Advising requesting information as to his reasons for withdrawal from Beloit. Many very sensitive letters were received, and a wide variety of information was obtained. These two factors, the human quality of the study and the wide variety of information involved, are the strengths of this method. But these two strengths are also weaknesses, for in such a study, one is likely to come up with as many motives for dropping out as there are subjects in the study. Furthermore, we must be cautious in interpretation of what people say. Suppose Susie Jones tells us she is leaving in order to join her boy friend at State U. What about all the other girls with boy friends at State U.? Why aren't they leaving? Obviously it is not the boy friend alone, but this influence in combination with the wide variety of Susie's world which is responsible for Susie's departure.

The second study in this chapter illustrates the nomothetic method. It begins with what we want to know rather than with the individual person. Perhaps we think that drop-outs may be more intelligent than non-drop-outs. We collect information about this for each person in the study, and compare drops with non-drops. The advantages and disadvantages of this method mirror those of the ideographic method discussed above. The nomothetic method provides us with information which is similar and comparable from person to person.

It enables us to answer questions we have asked in advance. But of course the person himself, the individual, disappears from such a study.

Study I: The College Drop-out Describes his World

At the beginning of the 1969 Summer Term, the Recorder's Office submitted the names of 25 students who had been on-campus the 1969 Winter Term but had not registered for class work, a Field term, or a Vacation term. In addition the names of 40 students who had indicated they were withdrawing were also listed. A letter was sent to each of the 25 students asking whether they had intended to continue their registration as a Beloit student or if they were to be considered as having withdrawn. If they considered themselves as having withdrawn, their reasons for withdrawing were requested. Each of the 40 students received a letter requesting information as to their reasons for withdrawal. A total of 65 students were contacted.

Each student's permanent file was examined. Adviser and instructor comments were considered. A number of the students had prior to their departure from the campus, conferred with either Dean Gwin, Dean Gilbertsen or Dean Curtis. Several students called long distance to explain their situations.

Of the 65 students, information has been collected on 58. Only 7 remain as mysteries. 15 have indicated that they did not intend to withdraw from Beloit but consider themselves to be either on a Field term or a Vacation term. Consequently, a total of 50 students either withdrew or are to be considered as having withdrawn at the end of the 1969 Winter Term.

May 23, 1969

Mr. Charles G. Curtis
Assistant Dean
Office of Academic Advising

Dear Mr. Curtis:

My reason for leaving Beloit was neither singular nor simple. Perhaps it's best to explain by telling you why I came.

All of my life, except for Beloit, has been experienced within the sphere of Catholicism, which by the time I had completed a semester at _____ was too small. Never was I really challenged. This world was too safe, and at the same time, suffocating. Before leaving _____, (which represents everything that was me and made me) I was very frightened at the uncertainty before me.

Most of Beloit told me and my assumptions to "go to hell", which is what I've always wanted to hear. For the first time I had to try with all that I was to really communicate. My MUCC class was truly valuable. In short, Beloit with all its diversity forced me out of myself.

After the winter term I had every intention of returning to Beloit and even the ______Seminar. Returning home proved that pre-Beloit _____ just wasn't post-Beloit _____. I knew that I no longer needed Beloit just as a threshing ground and thought that perhaps I was ready to return to James Joyce and all that. Financial problems are very real to me and so I thought that I could just as well return to ______.

You're correct when you say that Beloit may have taken on a new perspective. Now I talk about just-_____ and she would sincerely like to return. My time at Beloit was, as Dickens said, the best of times; it was the worst of times, and most of all it was my time when there was nothing and not a person to lean on except myself. There are times when financial problems must be second to real desires and needs. The next two years of my life are vital (no pun intended) and well worth debt, including graduate school in _____. I formerly had a ____loan and a ____scholarship. In all honesty, I just couldn't return unless this problem is alleviated. If greater scholarship is absolutely impossible, couldn't I get a substantial loan?

It's very difficult to really explain the entire affair via this letter, but the trip to Beloit is impossible at this time. It's also impossible to return for summer term because of responsibilities that I have assumed here and no doubt it's too late to begin courses. I would like to return fall term if I may be accepted and if the problem of finances can be alleviated. I could arrange to come to Beloit this summer if you find that something can be worked out.

(Letter #1)

May 23, 1969

Since the day that I returned to Beloit to bring home my things I have considered returning. Your much appreciated letter strangely comes with just the spirit to meet the occasion.

Just-____sincerely appreciates your concern and the opportunity to have been a part of Beloit. I would truly like to graduate from Beloit.

Sincerely,

May 24, 1969

Mr. Charles G. Curtis
Assistant Dean
Beloit College
Beloit, Wisconsin

Dear Mr. Curtis:

Altho your letter of May 19 was addressed to ______ I am taking the liberty of answering it for her since she is still a student at ___________. If she finds time on her return, I am sure she will give you a more complete assessment of her feelings about Beloit.

Her main reason for withdrawing, pure and simple, is that she found a man in _______who was more attractive to her than those she found at Beloit. In casting levity aside, she is engaged and plans to be married on July 19 to________who is presently a Romanian linguist in the army security services in __________. Change of assignment for him is expected in early July with his remaining year of service probably in the United States. Whenever his assignment is known, ______will make plans to continue her education in the fall at some school close to his base.

I hope this will answer your most immediate question.

Sincerely,

(Letter #2)

May 25, 1969

Charles G. Curtis
Assistant Dean
Beloit College
Beloit, Wisconsin

Dear Dean Curtis:

I have very few complaints to make about my academic experiences at Beloit College. Generally, I found my classes stimulating and gratifying. The only course that disappointed me was the ---------Course. The feeling that those involved had of being one of a "chosen few" made it a self-consciously inhibited group from the start. Without the prospect of good discussions, I devoted my time to my other classes rather than preparing adequately for the -------, meetings. I did not take the initiative to make the class worthwhile for myself.

My reason for leaving Beloit, then, is concerned with my personal feelings and interests. My life at Beloit was rather poorly balanced, leaning completely towards the academic rather than the social side of the school's activities. This fact I credit to my particular situation, however, not to a deficiency in Beloit's programs. The boy I am going with is attending ------- and so I was mainly interested in working at my studies and my job in order to afford occasional trips to -------. We were both unhappy that we got to see each other so little, and he was also dissatisfied with the type of education available at-------. We are both planning on attending the University of Wisconsin this fall.

I had not started to make definite plans for my Field Term and therefore had no real way of judging what I was losing by leaving Beloit in that respect. I feel that most of the knowledge I gained was due to my own efforts, although, the close, open relationships between my professors and myself was a great stimulus. This is the force I hope not to lose at Madison next year. I am very grateful for your interest and your offer to help me if I ever wish to return to Beloit.

Sincerely,

(Letter #3)

May 25, 1969

Mr. Charles E. Curtis, Assistant Dean
Office of Academic Advising
Beloit College
Beloit, Wisconsin 53511

Dear Mr. Curtis:

Although I was planning to write to the college, explaining my reasons for transfer, I was glad to receive your letter since it gave me the extra push I needed to get the letter completed.

It is extremely difficult to objectively look at my decision to transfer, especially since some of the reasons were personal and some were directly connected with Beloit. Easiest for me to understand and to state is the fact that I was anxious to go to a larger school. When I began college, the thought of a university with 30,000 studlents was somewhat terrifying. However, after I returned from my field term in ______ last summer, Beloit seemed very small - smaller than I'd ever remembered it. Althought Beloit prides itself on a diverse student body, I found that I was interacting with only a limited group of people. This I blame on myself as much as the school. At any rate, the possibility of getting out of a rut in a small "community" is a really difficult task. At the expense of possibly losing some very close friends in order to expand and broaden my horizons, I chose to transfer to the University of ______.

By expressing the above thoughts first, it might appear that this was my primary reason for leaving Beloit. This is certainly not the case. In fact, my next reason is far more important than the first - yet also much more difficult to express. One of the most exciting features of Beloit for me was the chance to interact and become friends with a wide diversity of people - expecially people from scattered geographical areas. During my first two years, it seemed that there was a mood or an atmosphere conducive to such personal interaction among the entire student body. "Conservatives" and "Liberals" were able to exchange ideas with the result that a true Beloit spirit was apparent. In effect, I was proud to be a Beloit student. Within the past year, however, a different mood has emerged. This change of mood is frustrating for me, since I can see an obvious split among liberals and conservatives - and a very obvious disgust among the more conservative students who feel overwhelmed and confused as to their role in a school that is becoming more and more liberal. This attitude was especially common in the underclass dorm where I was ______ last term. Many of the students with creative ideas were afraid to speak up in protest to the seemingly majority will. In general, the most effective educational institution is one which attracts and keeps both conservative

May 25, 1969

and liberal students. I fear for Beloit because I think it is losing the more conservative element which is necessary for successful educational endeavor.

The more personal reason for tranferring was the poor social situation (this is a very real problem for girls especially). Not only were male-female relationships hard to come by, but, even among a group of girls, there seemed to be very little to do apart from the usual study, talk, go to the sorority, Union, etc. At times when I did have free time, this social isolation was especially distressing. I realize, however, that this may be a "universal" female problem and not necessarily peculiar to Beloit. However, since transferring to the University of _____, I find that I have both much more time and opportunity to participate in University-sponsored concerts, lectures, films, etc. In this respect, I feel that I am getting an education which I could never have received at Beloit. On the other hand, I am sure that I gave up a great deal academically when I transferred. The professors I had at Beloit were certainly among the most concerned and interested people I have encountered. Every time I enter my psych class at the University of ______ with 300 students, I cringe - needless to say, there is not an abundance of interest in each student! Likewise, I made some very close friends among students, administrators, and advisors that I already miss here.

My decision to transfer was by no means an easy one. Beloit is a fine school with many fine individuals - fortunately, this is the stronghold. However, its new plan has created a trend in mood and atmosphere which must at least be realized and possibly be contended with. I only hope that Beloit students continue to feel the pride in their school that I felt when I first entered as an underclassman.

Sincerely,

2

May 25, 1969

Charles G. Curtis
Assistant Dean
Office of Academic Advising
Beloit College
Beloit, Wisconsin 53511

Dear Mr. Curtis:

This letter is in reply to your request that I write you to describe the reasons that prompted me to withdraw from Beloit. Let me first say that I do not hold the school at fault --my reasons were primarily personal ones. It is true that I had a few basic misconceptions about Beloit and that I was very disappointed when I realised the truth, but I would have stayed on if there had not been so many non-academic problems to solve.

I came to Beloit with characteristic single-mindedness, on the assumption that it had the best _____department around. I felt that the reputation of its _____faculty combined with an opportunity to work in the _____and the Field Term possibilities to work as an _______assistant would provide an unmatched education in the study I have chosen. The school's experimental nature excited me and still does.

First term was uneventful and a successful continuation of high school, where I made effortless (or nearly so) A's and suffered no traumas to speak of. But Professor _____ ______100 course was altogether too easy and I got another A from Professor _____ in_____without finishing a single book.

Second term, I saw the folly of that kind of studying: it is a continuation of high school where one only has to study for the test next week. No, I told myself, I am here to learn a profession and I refuse to do it dishonestly. I am here at considerable financial sacrifice and I am wasting my time shamefully. I'm cheating myself and my parents and my future employer.

Believe it or not, I really did follow through on all those New Years resolutions and I can truthfully say that I was as thorough and serious a student as you could find. I also happend to hit upon three of the most incredibly detailed and grinding courses possible and only my determination to study thoroughly and seriously kept me from flunking them altogether. I felt as though I was majoring in Brick Wall and it was a completely miserable fifteen weeks.

During that time, I began to sort out the vague discontent I was feeling. My parents have never pressured me about grades, but getting A's can be addictive and I was pretty well hooked.

(Letter #5)

May 25, 1969

In college I found myself preoccupied with grades and at the same time disgusted by the grading system. I had gotten A's first term so easily that it hurts and the next term I was wrecking my health just to pass. It did not make sense and I tried to be sensible and ignore them, but I just could not shake the conditioning of the first twelve years of my schooling.

I found that college was a narrowing experience. My reading was cut to plodding through text books and skimming magazine articles. I found time for so little outside reading that I lost interest in many non-academic things. The philosophy was: if you can't do well in your classes, you have no business reading novels. My attention was focused on _____________to the exclusion of almost everything else. Maybe that would not have been so bad if I were really interested in those topics, but the first two were requirements and the third was mainly to keep my language from dying. U.C.C. was a complete loss because ____was the professor. He is a very nice man, but his classes are an hour and a half excercise in free association therapy for him.

Desolation piled upon desolation. There was an utter lack of entertainment: folk dancing is not my passion and movies get old, especially when the Union insisted on emphasising fascism (To Die in Madrid, the Triumph of Will, The Rise and Fall of the Third Reich, etc.) Winter term is a quiet term, to say the least.

In addition, the expense was staggering, and there was no possibility of lightening the burden. Any financial advance on our part was balanced by a cut back in aid. My father took on two extra jobs in addition to the fifty-hour-week work as a _____ of a large______. For the first time in sixteen years, my mother took an outside job. And I held down three part time jobs at school. I felt guilty when I bought a book of stamps.

And at the same time, the ____department was being depleted. This summer, I had a choice of one course. The ____expedition was canceled. There were no jobs available at _____and three of my friends were informed that their independent study programs had fallen through.

I simply could not justify the sacrifice by the results.

Meanwhile, a gentle, funny, crazy engineering student asked me to be his wife and since I happened to be completely in love with him, I said yes. He is enrolled at the University of ___and we will be married before I have graduated. So the transfer from Beloit to the University _____has a positive side to it. My expenses will be cut in third because I am an ______resident. It is a city campus, very close to the ___________. There are a greater number of class offerings and provision is made for the non-major who is fulfilling a requirement, something that is not possible at a school as small as Beloit. The _____department is nearly identical in course offerings and the faculty is growing, not shrinking. When it comes time to transfer to the _____campus,as Mrs._____, my credits will be accepted smoothly and with minimal loss.

So I have no serious suggestions for change at Beloit. It simply was not suited to my life and a network of conditions made it senseless to stay there. Since I have this opportunity, I would like to mention two small things. First, it is an abomination to serve those hideous hamburgers and french fries absolutely every Tuesday. The least you could do is steak them in when we don't expect them. (That sure was Freudian!' I meant to type "sneak".)

And there are many of us who feel that the requirement of proficiency in physical education is ridiculous. There are some people in this world who will never be able to broad jump more than sixty inches and it is cruel to make them cripples for seven weeks at a time trying to force them to be athletes. It seems to me that if the student shows significant improvement over his original ineptitude, he should be left alone. To require three classes in the same area is blind stubborness. The P.E. faculty does not seem to be able to conceive of an individual who has neither the desire nor ability to be skilled athletically.

Well, I hope that this helpful to you in some way. It was useful to me to sort everything out. I feel confident that I have made the right decision in withdrawing from Beloit.

Sincerely,

June 2, 1969

Dear Mr. Curtis:

First of all, please excuse the form of this letter because I am just going to sit down and write what I have on my mind.

Primarily I left Beloit College for more personal reasons than academic. All my life I have spent my father's money and I have finally decided to earn some on my own...the hard way. It wasn't so much that I wanted to earn a lot of money but it was the experience of earning it the hard way - as do more than ½ of America's population. I took up a factory job on the south side of_______and am now working with crude, practically uneducated people. I wanted to find out what it was like to lead a life of routine etc. I'm now learning. People say "what can you learn by working in a factory?" Well-I've experienced so much in just one month that I could write a report. (and I am). The experience I'm getting is not a skill or anything like that. I'm learning about people and most of it's unpleasant and frustrating - but that's the way life is. It's really too bad that most people I know, don't know really what the "hard way" is all about and they don't know how hard it is. All I can say is that they're missing something. It's like those who talk of what it's like for people to be hungry, and to live on 10¢ a day when they themselves don't really know because they never did so. One can't always base their opinions on facts and other's ideas-experience is, to me, one of the most (if not the most) important qualities a person can have.

My major being_____was not completely satisfied at Beloit. Perhaps I should have waited longer but I investigated the department and talked with many people and concluded that Beloit's _____department is definitely lacking. I took 3 ____courses while at Beloit, one from _____which can be considered useless to me, and I am safe to say to most of the others who took a course from him. The other two courses I took were from _______who is an absolutely excellent professor. He is not only outstanding in his field but he is concerned and interested in every one of his students and more than glad to help them in any way possible. In my opinion-he makes the _____department what it is - but he is only one teache and obviously can't teach all the classes. He was one teacher who definitely knew me and my problems. As for my other teachers, I never really knew them nor visa-versa. I would hate to make any comment for that reason. I recently received a letter from the college where my teachers told my parents about me. I took the whole letter offensively because I didn't think it was very fair to judge a person so precisely when they don't know that person personally. I was told that I was, or that I appeared, bored, indifferent, unhappy and I never smiled. On the contrary, I consider myself just the opposite, as do most people who know me.

(Letter #6)

June 2, 1969

I won't go into the whole letter because I don't think it matters much now. But I was extremely disappointed.

I couldn't ask for anymore more than I received from my teachers and courses. One receives as much as they are willing to put into it--it's a two-way thing. I was satisfied in everything except the ______department. I think I'll find the right challenge in a larger college or university.

Academically - I couldn't ask for anything more. Beloit is a fine college. It has one big problem that I think should receive more concern and investigation. The drug problem. Beloit College is crawling with drugs. I'm not talking about marijuana, but I am talking about the man-made drugs, the harmful drugs, that too many kids go to when the pressures and frustrations mount up. I don't know why but kids are pushed too much and they turn to everything from THC to LSD and on to methedrine and hallucegens. I'd say you've got a bigger problem than you think. Don't worry about kids who drink, that's nothing, because of our society. Don't even worry about those who smoke marijuana, that's almost nothing now too. Just get after those who take the man-made drugs. They're more than you think and a lot of them are in pretty deep. It's not hard to notice if you know what you're looking for. Every college has a big drug problem but in my opinion it's easier to solve in the small college.

Convocations were great but having cards to hand in was ridiculus. You'd have just as big turnout of people if convo cards were eliminated and you'd also have more satisfied students. It's useless because if someone doesn't want to go--they have someone else hand it in. They're just a waste of time and an inconvenience.

Most of things I disagreed with are personal, within myself--nothing directly related to the college. I think the college does an excellent job in trying to please the diversity of students it has. You can't please each and every student completely--but you've done a pretty good job at hitting the "happy medium".

As I said, I left Beloit mostly because I was dissatisfied with myself and as soon as I conquer a few goals I have, I will be satisfied with myself and therefore, happier. I can say truthfully, Beloit has given me an awful lot and it has helped me a great deal. Every minute there was worthwhile, but I have no regrets about leaving because it really was not the right college that I was looking for. As soon as I settle a few things with myself I will transfer to another college.

June 2, 1969

Thank you very much for your concern and if I can assist you in any further way, let me know and I'll be glad to. Thanks again, I hope I was of some help to you. Please convery my appreciation to________, if possible.

Sincerely,

June 5, 1969

Mr. Charles Curtis
Assistant Dean
Beloit College
Beloit, Wisconsin

Dear Mr. Curtis:

I am sorry to delay so long in writing to you as you requested. I only hope that now I can answer your questions as to why I left Beloit College. The main reason was that I felt I needed to attend a larger school. I didn't realize until I went away that I really need to be in the city and with a lot of people. I grew up in ________ and I always loved the city but I didn't know how much I would miss it until I lived at Beloit in a small town and in a place where, after a few months, everyone's face was familiar. I certainly don't think that this is Beloit's fault or that something should be changed. It is just that my life centers around_________and I am a lot happier here.

Also, another reason is that I am really not willing to work hard enough to make it worth it for my parents to pay so much money. I think that Beloit is a great school but I would rather not work so hard as I did there-I guess I'm mostly lazy!

And don't worry about my coming back--because, although I really liked Beloit, it just isn't right for me and I'm a lot happier here. And I certainly don't have any ideas about changing Beloit --that is why I left, that is, because there are things there that aren't right for me but are right for other people--so I came somewhere that is right for me.

I hope I answered your questions or if I didn't, just tell me, and I'll try again.

Sincerely yours,

(Letter #7)

June 23, 1969

Mr. Charles G. Curtis
Assistant Dean
Office of Academic Advising
Beloit College
Beloit, Wisconsin 53511

Dear Mr. Curtis:

I have tried to do some clear thinking in writing this letter, but i don't know if I have actually succeeded. I really don't think that any of this will help you in solving the problems that face Beloit, but out of loyalty to the people i left behind who are as miserable as i was for the exact same reasons, I feel that i should let you know the circumstances. I do hope that you read this and not an assistant to the the Assistant Dean. I am being completely honest, and don't feel that I have exaggerated on any point.

You are right in assuming that I have already discussed my reasons for departure with another school administrator, but for your sake, as well as for the kids i already mentioned, I will try once again to make my reasons coherent.

In thinking it is very hard for me to distinguish which is beloit and which is me. Yet, I think that the major reasons for my leaving was that my needs and desires were not filled by Beloit. I believe that my major dislike was the lack of the feeling of community, i.e. that we were all sharing something exactly alike, and in this lack of community there was the lack of concern for the fellow student. Each student seemed to go around in his own little world, not bothering about the person sitting at the table next to him or the girl living in the room right next door. It was a very selfish atmosphere which i found was turning me into a cruel, heartless and selfish person. Each student was not working to help the other person as he helped himself, but was only working to help himself. The epitomy of all this was shown during the black crisis. All the white students were screaming for togetherness and they were crying for that "sense of community" and asking where has it gone. Well, the answer was that it never existed, and the way the situation was handled proves it. In the end, it was agreed to have a referendum where three choices were given--supposedly to cover all possible responses. But, when it came time to vote, everyone was saying do this do that. Everyone was working to see that his answer was used and not the other ones. This is fine if you are trying to test the value of free speech, but when you are trying to stick together and prove that such a thing as a community exists, it is no good. So, in the end, we did fail and nothing was done. Our community just couldn't stick together.

Beloit is a fine place for books and academics, but when it comes to developing the human part of man, the thinking, feeling sensative part of man, Beloit fails miserably. To me there is so much more to education than just books, and that is the development of the human. The idea behind the Beloit plan is to give the student a legitamate year of drop-out and also to give the student another side of his education. When a student goes out on his field term the idea is that he will learn how to work well with other people in a situation other than school, that he should learn about people and about himself. But must you be miserable for three terms until this

(Letter #8)

glorious time comes. For the first three terms at Beloit the student doesn't learn how to work with anyone except himself. I grant you that this is important, but maybe if people started learning how to work with other people as soon as possible, there would be fewer wars and fewer hatreds. I have no idea what you can do to make the student start relating to others sooner. Perhaps more interaction between faculty and students would act as a catalyst to the students. To tell you the truth, I didn't even know you existed until i received your letter three weeks after i left Beloit. That is not supposed to happen at a school of Beloit's size. Why this exists i don't know. That is on your end of the line. My sister goes to a university where the undergraduate enrollment is six times Beloit's size and has much more faculty-student communication than I ever experienced at Beloit. I made an effort on my part to establish the relationships, but i got very upset and disallusioned when I did not feel the same effort or desire on the part of most of the faculty. I had thought that at first the faculty would make the effort to the new underclassmen, but obviously i was wrong.

Another problem at Beloit is that it is unreal. It is very far removed from the rest of the world. Granted that physically it is isolated from a large city, and this is a definite draw back, but outside of that it is unreal. You are really the college on the hill. You exist within and for yourselves. There is no inter-communication with the townspeople (to any good constructive degree). And because of this situation, everyone tends to dwell within himself, having no contact with anyone except the people with whom he eats, lives and attends classes with. If you go into town your encounters are tried and tense and not friendly, and then this is only on the level as a customer to a salesperson. The few times that I got out into the town to do something other than buying, as when i canvased for nelson or worked at the youth center, the response was favorable. But when I was by myself or with a few friends, not associated with a group, I was merely a college student, and that was bad. The tutoring center trys to make contact with the outside world, but that is not enough. For it is one individual working with one family. Something more is needed to make the college/town relationship a lot better, and this in turn would lessen the sense of unrealness.

I cannot make any suggestions as to what you as administrators are doing wrong. The catalogue states a beautiful philosophy and whenever you hear anyone talking about Beloit, it sounds great. But something is missing in the translation. When you get there the actuality of it all is depressing. Perhaps it all has to do with student selection in the beginning or in faculty selection or even administrator selection. Possibly you need to review the things you want to emphasize at Beloit and in actuality the things that are being stressed.

Excuse me for my train of thought, it isn't very constant. I thought of one more point that is important, but i don't really know what can be done about it. At Beloit, there is no place for the middle (which probably was my basic problem) there are two groups at Beloit--there are the sorority and fraternity boys and girls and then there are the drug users (the latter stronger than the former). That leaves no place for people like myself who

June 23, 1969

abhore the frivolousness and clickyness of the sororities and who, though tending to lean to the drugs, do not want to become as deeply involved as most people on that campus. So, that leaves you with two groups, very much opposed and a few alienated students. These few students who are trying hard to maintain their own identity in the midst of these two groups, find very little time to do anything but keep he and his identity going, and so, the one person who could really care about his fellow student, just doesn't have the time.

Better stop here as my typing is really getting awful and i am getting tired and on the point of boredom..

I have seen no reason for being formal here or for being secretive. On the contrary i have been very frank in telling you why i left Beloit. I can't offer you any solutions, that is your problem. My problem was the 8 months at Beloit. I do feel that i got a good introduction into higher education, and if i felt that education and life was only books i would probably still be enrolled at Beloit. But as life is supposed to be lived and Beloit stiffles one's ability to live and to create, I couldn't stay.

I hope you can solve your problem as easily as i solved mine, and that you are as contented with your results as i am with mine.

I doubt i can help you anymore, but if i can i guess i'll be happy to.

July 16, 1969

Dear Sirs:

The late date of this reply is I hope justified in the assumption that it may be of useful and thus redeeming content. At any rate, I cannot help but feel some obligation to explain my decision to transfer from Beloit College in a more explicit and specific statement. My transfer was based on the balancing of the advantages and disadvantages at Beloit and at the University of ________ where I transferred, in gaining my social, cultural, and educational satisfaction. The purpose of this letter is not to discuss the attractive aspects of the University of________, but rather to confine my presentation of opinions to Beloit College. With this as my goal, I begin.

The student body at Beloit is my first area of concern. Blatant and frequent drug use, homosexuality, lack of personal initiative and individuality, obscenity in dress and deed, and a general atmosphere of nondirected, nihilistic activism contributed to my disappointment. At a small institution there is no cushion to this aggravation. What may have at the beginning of the year provided stimulation and challenge, at the end afforded only disgust. The prevailing attitude of the student body is such that you are either assimilated into it or you find yourself resisting and reviling it as I and several of my friendsdiscovered (they also transfered). I am sure the administration could not forsee its admissions policy leading to this New Left enclave (Eden?). Perhaps it was inevitable when regarded as a manifestation of recent trends shaping our culture. In short, I did not feel that this was my "kettle of fish" and my reaction led me to transfer.

A further issue effecting my transfer was the programs designed to provide outside influences. The few fine scholars and performers were excellent and in my mind faultless. But the fact that there were so few, and the fact the the program was flawed by a puerile high-schoolish IBM card attendance regulation, seriously reduced my appreciation. I recognize the necessity of this system and the rationale behind it, but it seems unneeded, even anachronistic in what after all is a modern educational institution. Primarily however, my objection is not that the program was altogether bad, as that it was not good enough.

In connection to the above issue but certainly a factor in itself is the location of Beloit College. Beloit as a city offers little entertainment or intellectual stimulation to complement the college's programs. As a community it seems ill suited to a parallel existence with an institution of higher education. Coupling with student sympathies, the community induces the college to overextend its commitments i.e. opening its union and gymnasium to a public whose taxes do not contribute to a private school. Arsony and bombing are strong but illegitimate extortion attempting to shape a favorable college-community policy. No Thanks.

July 16, 1969

A final major consideration of my transfer was the comparative costs of living at home as a student attending a state university and living in Beloit as a student of a private college. The great difference between the two is sufficient to warrant constant periodical reexamination of educational alternatives.

In light of my above comments it may seem odd that my year at Beloit was rewarding and that without reluctance I would repeat it. I met and enjoyed several acquaintances with friends and professors which were certainly of value to me. With few exceptions, the professors were knowledgeable and interesting. Lecturers and artists provided me with useful though limited contact into new orreinforcing fields. The general administrative perspective was appealing and seemed to be moving in certain directions to meet critical problems effectively with an adequate amount of time at the date of my transfer, i.e. city police on campus and purge of undesirables. I learned a great amount through classroom and campus experiences. I now view my year at Beloit as one that aided the ripening of my opinions, goals, and personality. I feel that my departure was timed well, though I had not foreplanned it. I can recommend Beloit College on the strength of its potential only to students whose ends seem particularly adjusted to its faults, requirements, and advantages. I consider the time, money, and effort I spent at Beloit were well invested. If I had stayed longer the investment would have gradually outweighed its returns, and this brought about my transfer.

I thank-you for your interest, and welcome your inquiry. I hope this letter may be of benefit.

Sincerely,

July 18, 1969

Mr. Charles Curtis
Assistant Dean
Beloit College
Beloit, Wisconsin

Dear Mr. Curtis:

I must apologize for necessitating the sending of two letters on your part in order to receive this reply to your questions about my experiences at Beloit. It was due to an oversight on my part.

My reasons for withdrawing from Beloit are very simple. They were purely financial; I could no longer afford to attend what is a very expensive private institution. When I received your first letter, I had been away from the campus for more than a few weeks, my last term at Beloit was Summer 68. It is now almost a year since I was on campus. I left Beloit intending to earn some money and see what I could do about talking my parents into paying my fees at Beloit, something that they had declared they were no longer going to do. My hopes of their financial backing fell through, for my father suddenly died, leaving me with no money for a private education. I worked as a secretary for five months in San Francisco, and then, in January, I started to attend the University of_____ I have been living on social security money, and even on this, I can afford a public education with no outside help.

I see my experience at Beloit in quite a different light than when I was there, now that I have actually attended a different school for three quarters. While I was at Beloit, my major source of dissatisfaction was with the social restrictions imposed on the students who were assumed to be fairly mature intellectually, but not socially. For a school with such a liberal outlook on the purpose of an education, the social regulations were archaic. I am refering specifically to the policies of closed dorms, hours for everyone, weekend regulations, barring of "townies" from Union functions, etc. These regulations all reflect a very unrealistic view of the world, and the students. If the energy that was devoted to devising ways of getting around regulations by the dorm-imprisoned students had been devoted to studies, I am sure there would have been some very distinct grade increases. Requiring students to live on campus was to me, the epitome of trying to regulate the social life of students. In a school as small as Beloit, many of the obvious advantages of dorm living can be realized through other channels, that is, the social contact gained

(Letter #10)

through dorm living is to be had in many other ways at Beloit -- there is virtually no way to get away from your fellow students, the school is so small. The time I have spent at ____________ has been in my own apartment. Here the student has an absolutely free choice as to his living arrangements while studying. I have found that since my social life has been left up to my own judgement, I have been able to take a more realistic view of studying, and my ability to allot time for study has greatly increased. Since I am living under no one elses moral codes and social judgement, I do not have to bother with ways to get around anything, I am free to come and go as I please. I realize that there has been a change attempted in the structure of social regulations on the Beloit campus since I left, however, I am not sure of their extent. I have commented then, on things as they were when I was attending the school.

As I mentioned before, I considered the academic structure of Beloit to be quite liberal and exciting. There are a few things that I could find fault with, but they are problems that the school faces because of finances and size. I wish that the course offerings had been broader, especially during the summer term. I found it very frustrating when I was having trouble finding classes that I would actually enjoy taking. (At __________ I have the opposite problem -- there are too many courses that I would like to take.) In academic considerations, I think comparisons to my experiences here at __________ are quite valid, for it is only since I have been a cog in the intellectual machine of the west coast that I have been able to see some of the definite advantages of my Beloit education. The size of my classes has increased to 1000, and the quality of my instructors has diminished. I don't think that I will ever again see a class of three people. Or an _________ professor as exciting as Professor ____________. These differences were impressed upon me in my first quarter here, now I am used to the anomynity and mediocrity of my education; I expect nothing better from this machine and its leaders. There is one thing however, that has been tried in the ___________ schools that could benefit Beloit immensely, which is the introduction of the pass/fail system instead of actual grades. In the University at ___________ (which happens to be the school I find more similar to Beloit than any other I have seen) the system is used exclusively, and is working quite well.

One thing that Beloit lacked that could never be amended, unless the town suddenly became a huge city, was the lack of political awareness and involvement. My education here has been more on the street than in the classroom. I have been arrested for doing

July 18, 1969

nothing illegal (charges dropped) subjected to police brutality, gassed, beaten, and maced, all while on campus. No student here can escape the turmoil over present issues. There is no room in ___________ for the uninvolved -- everyone is aware of present situations whether he wants to be or not. Quite different from the island of academe in a Midwestern sea which is Beloit. I got more booklearning at Beloit than I ever could here, and of a quality that I consider to be quite good. At _____________ I am learning about life and about people, learning in the street. It is quite distant and makes the type of situation that Beloit functions in seem unreal. And yet I feel that Beloit is the far superior educational institution, in the classic sense of the word. I would much rather be pursuing my studies there than here, where there are too many distractions. An indication of the academic quality of Beloit is the fact that in transferring my credits, I managed to pick up almost an entire year. I am graduating in March or June of 1970, instead of 1971.

Again I must apologize for neglecting to answer your first letter. I hope that my ramblings have been of some help to you, and that you could give them some consideration. I miss Beloit, especially now, in the summer. It's a great school.

Sincerely,

July 18, 1969

Office of Academic Advising
Beloit College
Beloit, Wisconsin 53511

Attention: Mr. Charles G. Curtis
Asst. Dean

Gentlemen:

Our daughter, _____, is working at ______this summer. I took the liberty of opening your correspondence to her in the event some immediate reply was required. I would like to take the further liberty to offer my own comments from a parent's point of view of the effect of her two terms at Beloit, As a generality, I feel the maximum repertoire between students and college administrations is most desirable; however, I am not quite ready to cross off the views of my own "outdated" generation, who are "footing the bill", concerned as parents, and who are applying the results of the academic training of twenty years ago to the task of earning a living and possibly contributing to our society. Further, I am forwarding a copy of this letter to Dean Gilbertsen, as I have been intending to correspond with her as to __________ reasons for withdrawing from Beloit. As she may recall, our interview was not particularly satisfactory as ____ had very definitely made up her mind to withdraw from Beloit, and I am afraid was not inclined to discuss her reasons frankly. As a parent I appreciated her courtesy and her efforts to enter into a meaningful discussion. I will forward your letter to ____ in hopes she may be willing to reply independently of my views.

I am most disappointed in the effects of ____ two terms at Beloit. My wife and I are _______graduates and have reared our family in ______. We hoped Beloit still retained the wonderful reputation it enjoyed in those days and would provide the fine undergraduate training which I have always believed the Midwest Conference schools offered and further we wished _____ to have the personal experience of living and studying in _______.

At this point, so there may be no misunderstanding of family background, ____ has been reared in the "oil patch" environment of _____, a considerably more liberal way of life than the quiet religious environment of ______. As far as the racial crisis of the present day, she inherits from our family a strong belief that color of skin is not a legitimate criteria of segregating mankind; on the other hand she had had no experience with racial problems in her childhood in ______. In the past few years she has been overly obsessed with concern for the social and political problems of the world, and for this reason, or other reasons not

(Letter #11)

July 18, 1969

completely understood by her mother and myself, has become introspective and inclined to withdraw from school and personal associations. The later'tendency is in marked contrast to a very outgoing personaltiy and flair for student activities and leadership exhibited in Junior High.

I apologize for digressing but feel you should have some understanding of ____and her background if you are to glean any knowledge from her reactions. She has been most reluctant to discuss her experiences at Beloit but as best I can interpret, here are the results:

1) A deep and strong antagonism toward the United States politically and socially.

2) A conviction that further University training is undesirable (apparently the idea that self-education is preferable was most capably expounded in some of the course work).

3) A deeper disturbance with the socio-political problems of the world and a strengthening of the tendencies to retreat from these problems.

4) A firm conviction that anything to do with the earning of money is a social evil.

5) An opinion that ragged blue jeans and a sweat shirt are proper attire for young ladies.

6) And a not unusual conviction that the view point of those over 35 years of age, particularly parents, are 100% in error 100% of the time.

The above is, of course, a father's interpretation of rather limited discourse on _____part. She seemed overjoyed to be home and talked of many things except Beloit. Her experiences at Beloit seemingly were unpleasant enough she does not wish to discuss them. While on campus with her this spring, I was surprised firstly that ____ did not know in which building Dean Gilbertsen's office was located and did not recognize Dean Gilbertsen on sight; and secondly, her dedsion to withdraw from Beloit had not been discussed with her advisor, whom I doubt/she had talked to more than once. This I believe was primarily _____fault in having made very little effort to communicate or establish herself on campus.

In your letter you evidence a desire for frank comments on "your problems". Here are those of a parent.

July 18, 1969

1) When one assumes administrative positions, be they in the ivory towers of our universities, in the political arena, or in the competitive jungle of our business world, you must lead with authority and firmness, and hopefully with fairness, dignity, understanding, and humility; however, in the case of the Beloit Administration, you cannot pass the buck to the student body, the parents, or the general public. From the correspondence received this past year, I have the impression Beloit's leadership is woefully weak. I am referring to the rather minor racial crisis, student union dormitory regulations, etc. If you are hired to run something, have the courage to do your best to run it.

2) Your catalogue is idealistic, but misleading. I believe_____ expected an educational experience most likely found only in graduate seminars, and was disappointed to encounter more of the Senior High School approach.

would
3) Beloit seemingly is encouraging the "activist view". I/suggest the present day "activist view" is one of extreme negative and criticial thinking. It takes very little talent to criticize and it has long been a popular pass time. The real demand on talent and intellect lies in enlightened change and constructive improvement. Anyone can sit on the top rail and complain. I suspect the extremes of criticism expressed daily in the United States of its social-political postures today accounts for a complete alienation of __ in so short a time.

I regret that my comments are of necessity so uncomplimentary, and realize the tasks of the modern day educator are not easy; however, you have voluntarily assumed those responsibilities and at least in _____case, the results were not favorable.

Yours very truly,

July 26, 1969

Dean Charles G. Curtis
Office of Academic Advising
Beloit College, Beloit, Wis.

Dear Dean Curtis:

I am sorry it has taken me so long to get around to answering your letter. My summer has been pretty hectic and I also wanted to do some real thinking before I attempted an answer.

This summer I have been in several conversations with people about why I left college and my future plans. Many times I have caught myself sincerely and honestly praising the merits of the Beloit plan, and after each time I have had to force myself to answer the question of whether I was right in leaving. I still come to the answer of yes. Beloit always looks better to me when I am not there than when I am. I first noticed this last February when I was depressed enough to ask for a brief leave of absence to see a psychologist friend in _____and to come home. At that time Beloit had had me uptight enough so that I had to leave, but yet on that long weekend I found myself praising Beloit and saying that I was happy there. I felt the same way over April vacation and the two other weekends I was off campus. When I came back after vacation I was definitely unhappy and four months just seemed too long a time to stick it out for the sake of sticking it out. My family supported my decision and my plans for the future as did Dean Gwin, and I understood that I would be able to return in one year as a third term underclassman if I wanted to at that time; so I left.

Trying to explain why I was so unhappy is much harder. There were both personal reasons and specific problems with Beloit. Academically I was doing all right, I was on the Dean's List for the winter term, but I couldn't get really excited about any of my summer courses except for ________course. That was hard to leave! Personal problems were much more important in my final decision. And I think those problems might have easily caused me to leave any college for a year. Basically I am a very insecure person. This caused constant hassles with even close friends at Beloit. My main reason for taking a year off at this time is the hope that a year of independent living by myself, with myself, managing for myself my own life will help ease the feelings of insecurity and dependency. I am also planning on professional help in this matter.

Another large problem with Beloit for me was its location. Once there, I surprised myself by discovering that I was very much a city person at heart and Chicago was too impractical. The other problem with the location is that I don't know anybody in the Midwest besides, of course, my friends at Beloit, so that getting away for a weekend every so often for a change of scene which was very necessary for my sanity was also very impractical time and money wise. The two weekends I did leave, I went to____and _____and each cost me forty dollars. I guess unfortunately for me, you can't do anything about the location!

I do not have any concrete ideas at this time about returning to Beloit. I plan to search carefully this next year for other schools that might be possible but I am keeping Beloit in my mind. There is one matter

(Letter #12)

that I would like your help on now. Due to reasons of health (I was recovering from a ______when I entered last fall) I took only 3 courses fall term. However, I was informed by Prof.______of the _______department that my score of 4 on the College Board Advanced Placement Test in _______ automatically gave me credit and the grade of B for _____ and that my advisor should add it to my transcript. That was shortly before I left and during a switch in advisors so that I do not think it was ever done. I am sure that if I do decide to transfer a full 8 courses would be necessary so would it be possible foryou to take care of it now? I thank you for your help and for listening to me.

Sincerely,

17 July, 1969

Office of Academic Advising
Beloit College
Beloit, Wisconsin 53511

Dear Sir:

Thank you for sending me the registration materials for next term; however, I have decided, on the basis of my experience so far at Beloit, that I cannot profit from a college education at this time. I have no motivation other than the wish to learn, which does not seem to respond to the type of stimulus provided in normal college courses. Therefore, I have decided to withdraw from Beloit, at least until such a time that I feel confident that I can successfully cope with a full college program.

Sincerely yours,

(Letter #13)

July 28, 1969

Dear Sir,

Please excuse my failure to answer your letter of May 19. My reasons for withdrawing from Beloit are not concerned with the nature of that institution, nor with the quality of the education offered there, but rather with my attitude towards higher education in general.

If in fact after I have had a chance to experience the alternatives to an academic career, I decide to return to college, I shall probably choose Beloit. Specifically, I find the Beloit plan the most inviting college program offered by any liberal arts institution in the country.

Sincerely yours,

(Letter #14)

July 29, 1969

Mr. Charles G. Curtis
Assistant Dean
Office of Academic Advising
Beloit College
Beloit, Wisc.

Dear Sir:

Please allow me to apologize for not having answered your letters of May 19 and July 10 until now, but as you suggested I have been very busy. Since winter semester I have been working as a common laborer for a curb and gutter construction company. At the present time I am attending the second summer session at the University of ______________. Before explaining why I withdrew from Beloit, I think that it is important for you to know why I originally decided to enroll at Beloit. My sister went to ________ College on a nearly full scholarship, and then began to teach in Chicago. Naturally she wanted me to go to a liberal arts college similar to __________, and due to Beloit's location, its reputation, and her enthusiasm for the field term, my parents and I eventually agreed upon her selection.

At that time we could have not possibly foreseen the difference between my sister's experience at __________ and my Beloit College experience. My father is a ___________, and it was an effort for him to get $1650 for each semester, although our income from 1968 did not qualify me for any more than $25 a term scholarship. The fact that his income fluctuates was one of my reasons for leaving Beloit, along with the lack of status afforded me by my father's occupation. I disliked the idea of a social ladder at Beloit, and joining a fraternity only increased both of these problems.

My real reason for leaving Beloit, however, was due to neither of these, which I felt could be resolved through a loan and associations with different students. I left Beloit not because of anything particular to Beloit, but due to the general "unreal" attitude and atmosphere prevalent at most small, private schools. In this atmosphere you are totally isolated from the outside world. Everything is done for you, with the exception of changing sheets once a week. I do not consider this a true college experience, for I believe college should be a steppingstone between home and complete independence. At Beloit, however, the only responsibilities students have is to study, and I consider this to be only a part of a true college experience.

I realize that this is something many students, such as my sister, desire, but it is not what I want from a college. By using my

(Letter #15)

imagination, however, I can see that if Beloit could find students who like this atmosphere and screen out students like me, a lot of the apathy would disappear and campus relations in general would improve a lot. I believe this because Beloit does have a lot to offer serious students, but not me.

Sincerely,

August 11, 1969

Mr. Charles G. Curtis
Assistant Dean
Beloit College
Beloit, Wisconsin

Dear Mr. Curtis:

Thank you for your letters of May 19 and July 9, 1969; please accept my apologies for not writing sooner since I have been very busy. Because I participated in numerous Beloit organizations and I still have many friends at Beloit, I will try to be objective in my evaluation of Beloit.

There are many good points about Beloit: (1) Academically it is outstanding. UCC required readings have given me a background few people have here at the University _______. As a participant in the French Seminar, I feel Beloit has a good, if not the best, foreign study program to offer its students. All twenty students were asked to evaluate the semester in Rennes; I will be pleased if you read my report on file with the World Outlook Committee. While in France, I met directors of Stanford and the University of Oklahoma French seminars but feel Beloit's program is far superior. (2) While it is difficult to find members of ones own minority group, I feel the diversity of the student body is an asset to Beloit: This is one reason I chose the college. (3) While fraternity systems are dying all over the country, I admire the way Beloit Greeks are handling the transition, especially in the field of social discrimination. Since I left Beloit I realize there has been trouble, but I feel this Greek system, the Beloit Tutoring Center, and efforts to bring low income students into the Beloit student body are excellent moves toward racial equality "on the books" and in personal relations. I know of few colleges making a similar effort.

I left Beloit College for a personal reason as outlined in point number two yet over the past few months I've discovered another area for change at Beloit: (1) At the University of ______ I was required to take Exposition 60: UCC readings are excellent yet I feel somewhere in the Beloit curriculum students should be required to have a writing proficiency course or exam. If there are foreign language exams, a student should also be required to write his own language! (2) I realize the financial pressures on Beloit College. I also realize the conflict among faculty, trustees, Black students, and the student body, as well as the "townie" problem, yet feel Beloit must change the social environment it offers the students in order to survive as a college. This is a subjective area of criticism but it offers a very real need for change in Beloit life. I have been described at Beloit as "sensitive but a bit over anxious" but I will try to be as objective as possible in this letter; further, I feel this criticism speaks for many of my Beloit friends: While the Beloit

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Plan offers foreign and field term experiences that widen a student's view of himself and others, I believe the Beloit, Wisconsin community is "encapsulated," and in contrast to other colleges and universities, one of the most severed and "cut off" places to live. Beloit students are not happy socially at Beloit. Why? While most college students are severed from family life -- its goals and guidelines -- the Beloit student is even severed from other Beloit students on campus. Some have suggested the cause as the larger ratio of women to men students. Perhaps a change in the ratio of students would help this situation; however, something must be done since the general feeling on campus is to own a car, instant freedom from the Beloit social void. Perhaps such a criticism of the Beloit social environment is a bit trumped up. If it is, I don't think it detrimental since anything correcting the boredom, dissatisfaction, and unhappiness of Beloit students while on campus, which in a few too many cases leads to unwanted pregnancies and damage due to hallucigenic drugs, should be considered. As you mentioned, I hope this comment, especially, will be generalized and funneled into the system. Thank you! A first reaction to this drastic statement may be, "Grow up, __________, grow up! These things happen elsewhere." In response, all I can say is that I feel the Beloit social environment is more conducive to these tragedies than other colleges or universities. From experiences of my friends, Beloit students are happier away from campus. They escape the "void" on vacation, field term, or in transfer.

Mr. Curtis, again I apologize for not writing sooner. For the sake of Beloit students and the future of the College I hope you consider this last remark -- I gained much from the academic freedom at Beloit and would like to see the college progress. This isn't a very professional criticism but if I could help in any way I would be happy to do so. Thank you for your attention to this letter.

Sincerely yours,

Study II: A Statistical Study of Drop-outs at Beloit

The first step in the present study was to define the population of drop-outs to be included. It was decided to include any member of the classes of 1970, 1971, and 1972 who actually matriculated at Beloit College, who had since left (for whatever reason) and not returned. A student's class membership was taken as of his date of drop-out.

Drop-outs were divided into two categories, Dismissal and Voluntary. Dismissals were simply defined as anyone whose record showed that they had been dismissed from the college for any reason, social or academic, and who had not since returned. Voluntary drops were everybody else, that is, all non-Dismissals. This two-fold scheme may seem arbitrary, and it is, but probably no more so than any other. The number of possible categories would be nearly infinite if we began to sub-divide people's reasons for leaving. Further, the reason for this division stemmed from an interest in grades. In making grade-point comparisons between students who remain at Beloit and drop-outs, we did not want to include in the drop-out category students who had been forced to drop out because of their low grades.

Once the lists of drop-outs from these classes had been obtained[1], data was collected for description and comparison with non-drops. Two principal sources of data were used: data from the Office of the Recorder[2], and data obtained from the questionnaires administered to incoming classes at Beloit. Besides the categorization as voluntary withdrawal or dismissed, information

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1. This seemingly easy step was actually complex and time consuming. It could never have been done without many hours of work both on the part of the Office of the Recorder and the Computing Center, for which we are most grateful.

2. Actually, some of this data were provided by the Computing Center and some by the Office of Admissions.

from the Recorder was obtained on date of drop, whether the student had been admitted with warning, SAT verbal and math scores, high school rank, unadjusted GPA, and number of non-credit terms at Beloit before dropping. Questionnaire data was obtained for the six scales of the CSQ-I, namely, family independence, peer independence, liberalism, social conscience, cultural sophistication, motivation for grades, and family social status. All of this data will be discussed in greater detail as it is presented.

The most basic question we can ask of this data concerns the number of drops. The number of students leaving Beloit is presented in Table 1 by class membership, drop status (Dismissal or Voluntary) and Term.

TABLE 1

Number of students leaving Beloit, by class, term, and drop status, for persons in the classes of 1970, 1971, and 1972.

	1970			1971			1972		
Term	D*	V**	Total	D	V	Total	D	V	Total
1	-	2	2	-	10	10	1	11	12
2	6	17	23	3	17	20	18	38	56
3	3	15	18	6	10	16	-	1	1
4	2	13	15	3	18	21			
5	3	12	15	7	13	20			
6	7	24	31						
7	8	12	20						
8	1	11	12						
9	-	3	3						
TOTALS	30	109	139	19	68	87	19	50	69

* Dismissed ** Voluntary

NOTE: In this and all succeeding tables data for the 9th term is incomplete, including only the first two weeks of the term.

The way in which terms are identified in the table above, and in succeeding tables, may need a word of explanation. In comparing the Classes of 1970, 1971, and 1972, we had two choices. They could be compared in an absolute or in a relative sense. That is, we could compare the number of drops in the three classes at the end of the second term for each class, or, we could compare the classes as of a certain date, say April 30, 1969. This would be the end of the second term for the Class of 1972, but it would be the end of the fifth term for the Class of 1971, and the end of the eighth for the Class of 1970. The former course seems to make the most sense, and in this and all succeeding tables, data is presented so that the same relative term may be compared for each class. Thus we may find in the table above that 17 people voluntarily dropped out from the Classes of 1970 and 1971 at the end of their second terms on campus, while this number is more than double for the Class of 1972. The reader interested in chronological comparisons can make them easily. To compare the number of people leaving at the end of April 1969 across classes, one would compare 38 in the Class of 1972 with 13 in the Class of 1971, and 11 in the Class of 1970.

These sample figures we have been using have some interest in themselves. Is it really true that over twice as many people left the Class of 1972 at the end of their second term as left either of the preceding two classes at the end of their second terms? Not really, because the Class of 1972 was much larger at entrance than either of the two preceding classes. Comparisons between classes are best made using Table 2 in which the drops for each term and each class are presented as percents of the original class. From this table we see that the number of voluntary drops from the Class of 1972 at the end of its second term was not so great as might appear from the absolute numbers.

(see following page)

TABLE 2

Number of students leaving Beloit expressed as per cent of original entering class. Tabled by class, term and drop status for persons in the Classes of 1970, 1971, and 1972.

	1970			1971			1972		
Term	D	V	Total	D	V	Total	D	V	Total
1	--	0.44	0.44	--	2.20	2.20	0.18	1.96	2.14
2	1.32	3.73	5.04	0.66	3.74	4.40	3.21	6.79	10.00
3	0.66	3.29	3.95	1.32	2.20	3.52	--	0.18	0.18
4	0.44	2.85	3.29	0.66	3.96	4.62			
5	0.66	2.63	3.29	1.54	2.86	4.40			
6	1.54	5.26	6.80						
7	1.75	2.63	4.39						
8	0.22	2.41	2.63						
9	--	0.66	0.66						
Total	6.58	23.90	30.48	4.18	14.95	19.12	3.39	8.93	12.32

The main thing that strikes the writer in these tables is the consistency of the drops, term by term. The original expectation was that the number of drops would be found to decrease with each passing term, as those who were not happy at Beloit weeded themselves out. However, this did not turn out to be the case, and after the first term it would seem that a very steady three-to-five per-cent of each class leaves each term. Two exceptions to this generalization are the Class of 1972 in its second term and the Class of 1970 in its sixth term. It is possible that the sixth term represents a point at which a large number of students transfer--it is the end of the second year at Beloit. As for the Class of 1972, we will need to have them here longer before being able to speculate about them.

Occasionally one hears disturbed rumors at Beloit that "all the best students are transferring out." This rumor was first laid to rest in the summer of 1966 with the data reprinted here as Table 3.

TABLE 3

Some Comparisons of '69 Drop-outs with Class of '69 Profile

	Class of '69	Drop-outs
Total	505	51 (as of June 20, 1966)
SAT Verbal	593	590
SAT Math.	585	572
Cum. GPA.	-	2.5
H. S. Rank Decile		
10	32%	23%
9	25	25
8	17	6
7	9	12
6	6	8
5	3	2
4	2	-
3	1	-
2	.75	4
1	.25	-
Unranked	4	20
Total	100%	100%

Palmer, then College Examiner, concluded that the drop-outs did not differ from their non-drop classmates, except that they seemed somewhat lower in high school rank. The present data will be found to extend this conclusion.

Table 4 presents data on GPA by class, term, and drop status. The format is the same as for Tables 1 and 2 .

(see following page)

TABLE 4

GPA by class, term, and drop status for persons in the Classes of 1970, 1971, and 1972

Term	Class of 1970		Class of 1971		Class of 1972	
	D	V	D	V	D	V
1	-	1.454	-	2.118	0.125	2.257
2	0.765	2.214	0.882	2.419	1.002	2.072
3	1.280	2.075	0.865	2.214	-	2.571
4	1.404	2.568	1.218	2.350		
5	1.505	2.630	1.303	2.164		
6	1.715	2.536				
7	1.594	2.494				
8	1.450	2.654				
9	-	2.464				
Mean	1.399	2.402	1.085	2.253	0.956	2.030

Numbers in the table represent the average unadjusted GPA as of the date of drop for the persons in each category. For instance, the average GPA for persons in the Class of 1972 voluntarily leaving after their second term at Beloit was 2.072. The reader who wishes to know the number of cases upon which each of these averages is based may simply consult Table 1. The average we have just cited, for example, turns out to be based on 38 cases.

Probably the most striking aspect of Table 4 is the difference in GPA for those in the Dismissal and Voluntary categories, but it should be remembered that in the vast majority of cases, membership in the Dismissal category is a result of low GPA, thus this finding is to be expected. Few trends seem discernible in this table aside from the well-known trend for grades to get better as a function of time in college. But on the whole, GPA seems consistent over classes and terms both for dismissals and for voluntary drops.

The most interesting comparison however, is between the GPA for drops and the GPA for the corresponding Beloit class. This data is presented in Table 5 for Voluntary drops.

TABLE 5

Unadjusted G. P. A. for Voluntary Drops and for corresponding classes.

Class	Class G.P.A.	Vol. Drop G.P.A.	Difference
1970	2.604	2.402	0.202
1971	2.574	2.253	0.321
1972	2.438	2.030	0.408

It can be seen that in each case the average GPA for the drops is lower than the GPA for the corresponding class. Not only is it lower, but this difference is, statistically, highly significant. The reader may note, for example, that the smallest difference between drops and non-drops is larger than the biggest difference between the three classes. The differences between the Dismissal drops and their respective classes are, of course, much larger.

Thus we can assert that, for these three classes at least, it is in fact the better students who stay at Beloit and the relatively poorer ones who leave.

At this point we should clarify that all of these GPA figures are for unadjusted GPA. This is important, because the adjusted GPA would, of course, affect the scores of those who dropped in the early terms most, raising them in comparison with a class which had been here several terms longer than that. Also, the effects of adjustment on the GPA of dismissed students with very low or very inconsistent grades would be difficult to allow for. At any rate, for these and other reasons, again, all GPA's used here are unadjusted.

Thus, we see that drops do not perform as well in college as non-drops. Why is this? Do potential drops lack scholastic aptitude? We can answer this question by taking a look at the Scholastic Aptitude Test scores of the students involved. Mean SAT scores for the verbal and math sections of the test are presented in Table 6 for drops and non-drops in two of our three classes. (Data for the Class of 1970 is not available.)

TABLE 6

SAT - Drops vs. Class Mean

Class		Class Mean	Number of Cases	Drops	Number of Cases	Difference
1971:	Verbal	596	285	594	84	+2
	Math	583	285	566	84	+17
1972:	Verbal	590	465	598	60	-8
	Math	590	465	594	60	-4

No apparent pattern seems to emerge from these scores, and in fact statistical tests support the conclusion that these differences represent only random variations. Not even the largest difference in the table (math scores for the Class of 1971) is statistically significant. Thus, so far we can say that if the drop-out grades are lower than those of the non-drops, this is not for lack of scholastic aptitude.

Now let us turn to the information we have about high school performance. First, we can look at our information on high school rank. Tables 7 to 9 present the high school rank by deciles for the three classes as a whole at admission, the voluntary drops, and the dismissals.

(see following page)

TABLE 7

Class of 1970
High School Rank in per-cents

Decile	All, at Admission	Vol. Drops (N=104)	Dismissals (N=29)
1	41%	29%	14%
2	23	31	31
3	14	17	21
4	9	12	10
5	4	7	7
6-10	6	4	17
Unranked	3		

TABLE 8

Class of 1971
High School Rank in per-cents

Decile	All, at Admission	Vol. Drops (N=64)	Dismissals (N=18)
1	30%	28%	0%
2	25	20	17
3	12	20	17
4	9	11	22
5	6	8	17
6-10	15	13	28
Unranked	3		

TABLE 9

Class of 1972
High School Rank in per-cents

Decile	All, at Admission	Vol. Drops (N=46)	Dismissals (N=19)
1	31%	33%	5%
2	19	7	11
3	15	9	21
4	10	26	16
5	9	11	11
6-10	11	15	37
Unranked	6		

First of all, we can see that for all three classes, the Dismissals rate well below the other students by any standard. The comparisons for the Voluntary drops with the class as a whole, however, are not so clear. For the Class of 1972, we do get a clear difference, the Voluntary drops falling into considerably lower ranks than the class as a whole. For the other two classes, however, we must conclude that there is very little difference to be found, if any at all, between the voluntary drops and their respective classes.

Finally, we have one more set of data relevant to high school performance. It is the "Motivation for Grades" scale of the CSQ-I. This scale is composed of ten items, all of them self-reports on high school performance. Most of them fall into two groups: first, two items reporting whether other people thought of the reporter as a hard worker (e.g., "Do you think your fellow students in high school thought of you as a hard worker?"), and the balance reporting how hard the reporter worked at his studies (e.g., "Compared with most of your classmates, how much would you say you studied during your senior year in high school?"). Thus this scale seems to present a subjective report of the amount of effort put forth for study in high school.

Every item on the Motivation for Grades scale has four alternatives, so that a person's score can vary from 10 to 40 for the scale. Scores on this scale for the three classes in this study are presented in Table 10.

TABLE 10

Scores for Drops and Non-drops on the Motivation for Grades Scale from the CSQ-I

Class	Student Status		
	Stay	Drop	Difference
1970	25.7	24.9	0.8
1971	24.7	22.9	1.8
1972	24.0	21.0	3.0

It can be seen that the scores for the drops are uniformly lower than those for the non-drops, and that the differences between drops and non-drops increase in the more recent classes. The differences for the last two classes are highly significant statistically. What do these differences mean? They mean that students who eventually drop out of Beloit do not claim to have worked as hard in high school as do students who stay at Beloit. Combined with our information on high school grades, we obtain the following intriguing picture. For the Class of 1972, the Beloit drop-outs both earned lower high school grades than the non-drops, and reported working less hard in high school than the non-drops. For the Class of 1971, the drops reported working less hard but did not differ in grades, while for the Class of 1970, there are differences neither in amount of work reported nor in grade standing.

The combination of this data with the data on high school rank makes the temptation to resurrect the hypothesis mentioned on page 86 overwhelming. It is possible that the above three classes do differ from each other in the ways indicated. However, it seems much more likely that the differences are a result of the different populations of drops in each class. If the people who dropped out at first somehow represented the purest cases, those least fitted for college work, while as time progressed more and more people with more and more reasons for dropping were added to the list, the drop list would be diluted, so to speak, and come more and more to resemble the whole class. This hypothesis seems reasonable, but we lack the data to test it further, and, we must remember, it did not seem to hold up with the data on college GPA.

This completes the analysis of the high school data at hand. There are two further sets of analyses to be made: the data on the effect of admission "with warning," and the balance of the CSQ-I scales.

In looking at the data for admission "with warning," we looked to see whether there was any relationship between drop status and admission with warning. Such a relation does seem to exist for the Classes of 1970 and 1971, but it is absent for the Class of 1972. The clearest relationship comes out in comparison of the voluntary drops with the non-drops. The data are presented for the three classes in Tables 11, 12, and 13.

TABLE 11

Class of 1970

	Admission with warning	
	Yes	No
Vol. Drop	6	104
Stay	37	279

TABLE 12

Class of 1971

	Admission with warning	
	Yes	No
Vol. Drop	7	61
Stay	79	289

TABLE 13

Class of 1972

	Admission with warning	
	Yes	No
Vol. Drop	8	41
Stay	78	414

For the Classes of 1970 and 1971, there is a statistical relationship between admission with warning and staying in college, namely people who have been admitted with warning have less tendency to drop out voluntarily than might be expected.

This is an encouraging finding if it means that admission "with warning" has a salutory effect on the student, motivating him to work harder and remain in school. Of course, it is possible also that somehow students selected for admission "with warning" have more staying power to begin with. There would seem to be no sign of this in the official criterion for "warning," namely, an adequate SAT score combined with high school grades less than would be expected in view of the scores. It is conceivable however, that students of this sort are much more carefully culled out and selected than routine cases, resulting in a lower attrition rate. It is not possible to choose between these two alternatives, whether lower attrition is produced by the warning or merely associated with it, on the basis of the present data. However, it would be possible to make this choice with further investigation.

We come now to our final batch of data, the scales from the CSQ-I. We have described the results for the MG (Motivation for Grades) scale above. All but one of the other scales are similar to the MG scale, in that they are composed of 10 items of four alternatives each, yielding a scale score ranging from 10 to 40. Probably the best way to describe the scales is to quote the descriptions of them provided by the Educational Testing Service:

> Family Independence refers to a generalized autonomy in relation to parents and parental family. Students with high scores tend to perceive themselves as coming from families that are not closely united, as not consulting with parents about important personal matters, as not concerned about living up to parental expectations, and the like. Low scores suggest "psychological" dependence on parents and family.
>
> Peer Independence refers to a generalized autonomy in relation to peers. Students with high scores tend not to be concerned about how their behavior appears to other students, not to consult with acquaintances about personal matters, and the like. They might be thought of as unsociable, introverted, or inner-directed. Low scores suggest conformity to prevaling peer norms, sociability, extraversion, or other-directedness.
>
> Liberalism is defined as a political-economic-social value dimension, the nucleus of which is sympathy either for an ideology of change or

for an ideology of preservation. Students with high scores (liberals) support welfare statism, organized labor, abolition of capital punishment, and the like. Low scores (conservatism) indicate opposition to welfare legislation, to tampering with the free enterprise system, to persons disagreeing with American political institutions, etc.

Social Conscience is defined as moral concern about perceived social injustice and what might be called "institutional wrongdoing" (as in government, business, unions). High scorers express concern about poverty, illegitimacy, juvenile crime, materialism, unethical business and labor union practices, graft in government, and the like. Low scores represent reported lack of concern, detachment, or apathy about these matters.

Cultural Sophistication refers to an authentic sensibility to ideas and art forms, a sensibility that has developed through knowledge and experience. Students with high scores report interest in or pleasure from such things as wide reading, modern art, poetry, classical music, discussions of philosophies of history, and so forth. Low scores indicate a lack of cultivated sensibility in the general area of the humanities.

Motivation for Grades refers to a relatively strong desire--retrospectively reported--to earn good marks in secondary school. High MG scores represent the respondent's belief that others (e.g., teachers, classmates) regarded him as a hard worker, that the respondent, in his own estimation, studied extensively and efficiently, was capable of perseverance in school assignments, and considered good grades to be personally important. Low scores indicate lack of concern for high marks in secondary school.

Family Social Status is a measure of the socioeconomic status of the respondent's parental family. The scale is comprised of four questions, each having nine scaled alternatives. The four items have to do with: father's occupation, father's education, mother's education, and family income. Father's occupation is given a weight of three. Raw scores may range from 6 through 54.

What do these scales really measure? We quote from the September 1968 volume of Trends and Issues at Beloit College:

> We cannot here offer a dissertation on the meaning of reliability and validity in psychological testing. In brief, however, this scale of the CSQ, as all the CSQ scales, is composed of items which have been found, as a matter of fact, to be answered similarly by people who fill out the questionnaire. Having found these groups of similar items, the test developer then tries to decide what they have in common. From this comes the name of the scale. He then engages in a number of research activities designed to obtain empirical evidence as to whether it is in fact justifiable to claim that this scale score represents (for example) "a generalized autonomy in relation to parents and parental family." The best claims for validity of the scale rest upon the outcomes of this research, a

> process we call "construct validation." In the opinion of the present writer, it is a great and all too common mistake to accept scores such as this one uncritically, as valid measures of the trait they are trying to reflect. However, it is well not to throw out the baby with the bath water, and in fact the writer intends, here and later in this report, to use CSQ scale scores. Perhaps they may be regarded as having a certain validity if we are not too sceptical. But minimally, and here, it seems to me, is their greatest use, they may be thought of as summaries of groups of similar items.

For each of these scales, drops were compared with non-drops for each of the three classes in this study. The only significant differences found were the ones on the Motivation for Grades scale. Where does this leave us with respect to the other scales? Negative findings always have a somewhat dubious status. In this instance, two definite hypotheses of the researcher must be abandoned, along with an indefinite number of others one could conjure up after perusal of the scales and thinking about the drop-out problem.

This is the end of the data to be presented as originally planned. However, in going over the data at the last minute before writing the report, the writer noticed an imbalance in the sex of drops from the Class of 1972. Sex differences are always hard to interpret, but for what it is worth, it turned out that there is in fact a statistically significant relationship between sex and drop-out for the Class of 1972: It is the males who tend to be the drop-outs, the females who tend to stay. For the Class of 1970, this relationship is marginally significant, and in the opposite direction: it is the females who tend towards dropping, the males towards staying. In the Class of 1971, there is no relationship at all between sex and drop-out.

This concludes the presentation of our data on drop-outs. What conclusions can be reached on the basis of all this? Probably the single most important finding of this study is that in the three classes under study the grade point averages of the voluntary drop-outs were significantly lower than those of their classmates who remained at Beloit. Other differences between drops and non-drops were found on the Motivation for Grades scale of the CSQ-I. No difference was found between drops and non-drops in high school rank or in SAT scores.

It is difficult to piece all of these findings into a coherent picture, but the following may make sense and should serve as a basis for further investigation: The drop-out is a student equal to his classmates in scholastic aptitude. He sees himself however, as relatively less effective than his peers in his high school studies, and this perception, while apparently not accurate with respect to high school performance, is reflected in college performance where the grades of the drop-outs are in fact lower, on the average, than those of their classmates.

The various facets of this description lend themselves to further investigation, both continuing the present method and through individual interviews. In addition, if this description is accurate, it raises further questions. The results for high school grades, especially, are puzzling. High school grades are supposed to be the best single predictors of college grades. Why do potential drop-outs work less well in college than in high school. Does the drop-out's perception of himself as a less effective high school student carry over into his self-perceptions as a college student? Does this have an effect on his college grades? If so, why does it affect his college grades but not his high school grades?

All of these questions await the interested researcher.

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